



CAMBRIDGE

Cambridge Early Years Curriculum

Version 2, published in 2023 for first teaching in 2023



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Changes to this curriculum document

For information about changes to this curriculum document, go to page 168.
The latest curriculum document is version 2, published June 2023.

1. Benefits of Cambridge Early Years

Key principles

The Cambridge Early Years Programme has been developed by a diverse team of early years and subject-matter experts. It reflects best practice from early years education across the world in a way that also enables you to embrace your own local, regional and national contexts. It is designed to support the implementation of 12 key principles which bring together evidence and research about the factors that maximise quality and impact of early years education.

The table below presents the 12 key principles with summaries of how they relate to our recommendations for practice in early years settings. For more detailed guidance about these recommendations, see the [Teaching Support](#) on the School Support Hub.

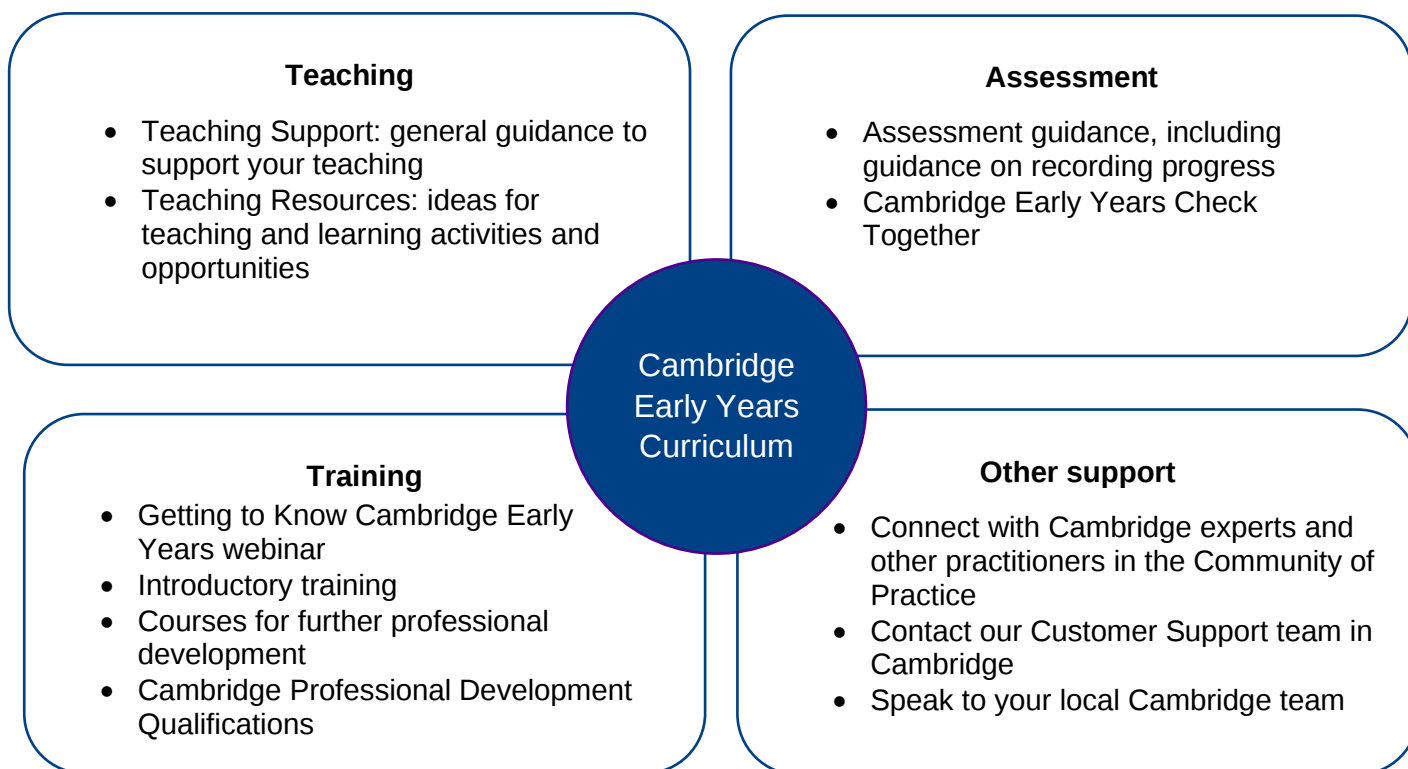
Key principle	Summary of recommendation
1. A child's learning and development are shaped by social and cultural factors through the contexts of their home, community and early years settings.	Make links between each child's home experiences and your setting, and between your setting and the wider community.
2. Children learn most effectively when they are engaged and actively involved in their learning, supported by the practitioner through well-planned experiences which provide children with feelings of competence, agency, emotional attachment and self-worth.	Plan activities that enable children to input into and appreciate their own learning in a positive learning environment.
3. Early years learning should be based on an appropriate balance of physical development, cognitive development, language and communication development, and social and emotional development.	Use a holistic approach to planning, ensuring that activities draw on, and make links between, learning in different curriculum areas.
4. Early years pedagogy should be play-based, developmentally age-appropriate and child-centred, and should include both child-initiated and adult-led practice.	Focus on providing playful learning opportunities, including activities where children have control over their play.
5. Early years pedagogy should support the development of children's awareness and control of their own thinking, learning and emotions (self-regulation), supported by child-initiated play and talk about learning.	Support children in developing strategies for managing their feelings and behaviour.
6. Language and communication development – including literacy – is a fundamental tool for learning and influences later school success; high-quality oral interactions and adult modelling are vital to development in this area.	Embrace all opportunities to develop children's speaking and listening, including valuing home languages.

Key principle	Summary of recommendation
7. Mathematics learning needs to be acquired explicitly within the whole curriculum to support development of abstract mathematical language and thinking.	Plan specific mathematical activities whilst also promoting mathematical language and thinking in everyday situations and across the curriculum.
8. Key aspects of development are acquired quickly and readily at young ages; they require more support and structure to acquire later, and their absence may affect other areas of learning.	Monitor each child's progress, so you can support their learning and development and avoid gaps in knowledge, understanding and skills that may affect their future progress.
9. Assessment or evaluation of a child's learning and development is essential for monitoring and for planning their next steps; systematic observation is fundamental to authentic and valid assessment in the early years.	Use ongoing observation to inform next steps for teaching and learning for each child as well as for your whole class.
10. Social learning (the interaction skills required to make and maintain friendships, work in groups and succeed in society) plays an essential role in a child's individual development.	Plan activities that promote opportunities for children to interact and develop their social skills.
11. Early years provision should support children in making a successful transition to primary school, including through the development of foundational skills and a gradual move from informal play-based pedagogy to more formal teaching.	Develop teaching and learning approaches across early years that provide a gradual progression towards the more formal approaches that children will meet in primary school.
12. Focus, rigour and coherence should underpin the design and implementation of any early years programme.	Understand the progression of the curriculum across EY1 to EY3, including the breadth and depth for each separate stage, to develop and secure the knowledge, understanding and skills that underpin success in primary school.

Supporting practitioners

The Cambridge Early Years Programme provides comprehensive guidance, resources, training and professional development, so you can give your children the best possible experience in early years.

You can access most of these elements via the [School Support Hub](#).

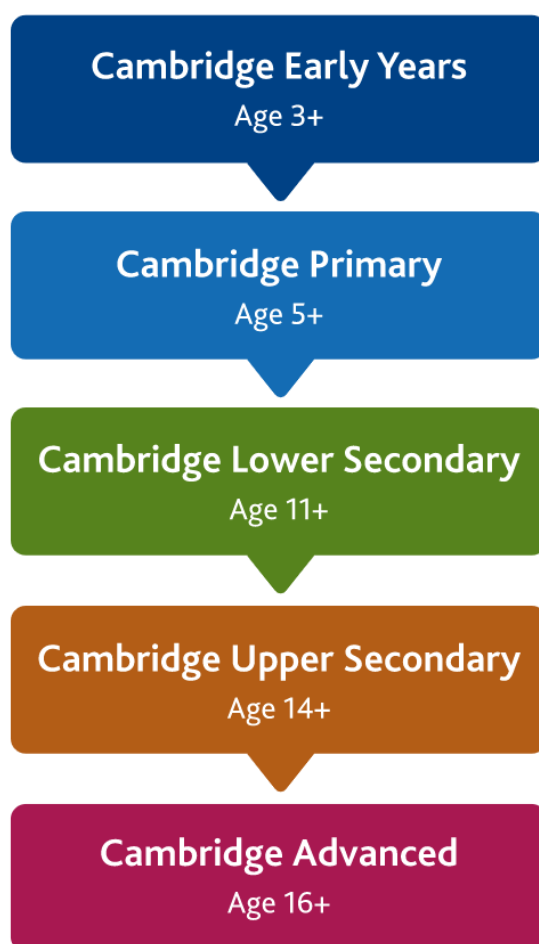


Progression to primary school

The Cambridge Early Years Curriculum is designed to provide children with knowledge, understanding and skills linked to well-established milestones for physical, cognitive, language and communication, and social and emotional development. It provides a solid foundation for any primary school curriculum.

Cambridge Early Years transitions to Cambridge Primary Stage 2 of the Cambridge Pathway. It includes the Cambridge Primary Stage 1 concepts, but also supports more informal, play-based teaching and learning approaches, and holistic planning, which may be more suitable for your early years setting.

If your school uses Cambridge Primary, your school can choose to use either EY3 of Cambridge Early Years or Stage 1 of Cambridge Primary for ages 5 to 6. Both prepare children well for Cambridge Primary Stage 2. For more information, see 'Curriculum: Transition to Cambridge Primary' on the School Support Hub.

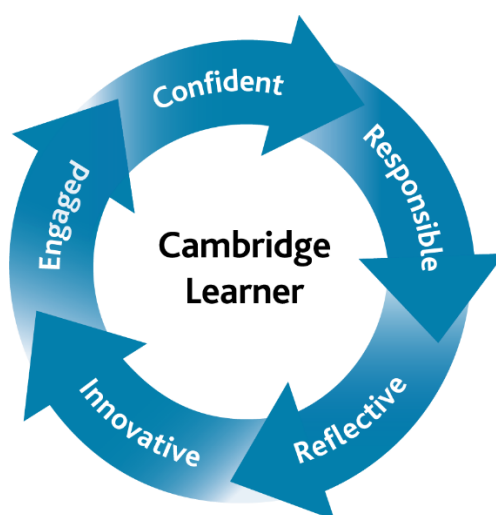


2. Aims of Cambridge Early Years

Cambridge Early Years helps children to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across curriculum areas
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as beginning to have global awareness.

Cambridge Early Years is designed with the Cambridge learner attributes in mind. The five attributes recognise the importance of developing attitudes and life skills, alongside academic skills, from the earliest stages of children's education.



The Cambridge Early Years Curriculum supports children to become:

Responsible – Children begin to take some responsibility for their own care (e.g. getting dressed, handwashing) and for controlling their own thinking, learning and emotions (self-regulation). They interact positively with others and have positive attitudes to people's similarities and differences.

Innovative – Children ask questions to find out more about the world around them. They try different strategies to overcome challenges and solve problems.

Confident – Children apply speaking and listening skills to express, clarify and develop their own ideas and to respond constructively to others' ideas. They identify when they need help in order to progress their learning.

Engaged – Children are curious about the world around them, and keen to observe and explore to find out more. They develop their own and others' knowledge, understanding and skills through social interaction and collaboration.

Reflective – Children reflect on their own and others' activities, saying what they liked and did not like, and what went well and not so well. They begin to understand how reflection and feedback can help to develop new ideas.

3. The structure of the curriculum

The Cambridge Early Years Curriculum provides a comprehensive set of learning statements that gives a structure for teaching and learning in three stages:

EY1	ages 3 to 4	EY2	ages 4 to 5	EY3	ages 5 to 6
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The learning statements reflect well-established developmental milestones for children's learning and development from ages 3 to 6. Milestones can never be an accurate indicator of what every child can do. Each child has their own developmental pathway which is shaped by many factors, including their home background and experiences. A child's current level of knowledge, understanding and skills always needs to be considered when planning their next steps. However, although children develop at different rates, some milestones are much harder to achieve later in their learning experience. Monitoring against the learning statements in the curriculum will help you to optimise each child's progress and ensure that they have the best possible foundations for further learning.

For more information about monitoring progress and planning next steps for learning, see 'Assessment guidance' in the Teaching Support section of the School Support Hub.

The curriculum includes six curriculum areas, each divided into various areas of learning. All of the curriculum areas are equally important and interconnected, so it is important to avoid prioritising some curriculum areas, or parts of curriculum areas, over others. It is important that teaching and learning takes place in a holistic way, so children can apply and make connections between knowledge, understanding and skills in different curriculum areas.

- **Communication, Language and Literacy**

- communication and language
- literacy

There are two versions of this curriculum area: English as a First Language (FLE) and English as a Second Language (ESL).

- **Creative Expression**

- art and design
- music
- dance
- drama

- **Mathematics**

- developing a sense of number
- handling data
- shape, space and measure

- **Personal, Social and Emotional Development**

- developing self-regulation
- building relationships
- developing self-confidence
- managing feelings and behaviour
- maintaining health and self-care
- developing responsibility and identity

- **Physical Development**

- moving well
- understanding movement
- taking part in movement activities

- **Understanding the World**

- scientific thinking
- digital technology
- people, time and place.

4. Teaching and learning approaches

Decisions about teaching and learning approaches will be determined by your centre and will be influenced by your policy and leadership. However, you will be able to implement Cambridge Early Years most smoothly if you ensure coherence with the teaching and learning approaches that best support the curriculum.

Our Teaching Support provides guidance in planning opportunities and activities that are based on the curriculum, reflect the **12 key principles** and use the following overlapping teaching and learning approaches:

- a holistic approach, which builds connections between different curriculum areas
- active learning, which puts the child at the centre of their learning so they are engaged in their learning rather than passively listening and receiving information
- a play-based approach, which involves children learning through playful activities that are either child-initiated or adult-guided
- a focus on developing speaking and listening skills, which enable children to communicate, make sense of the world and develop through social interactions
- a multilingual approach, which supports the learning of bilingual and multilingual children, and celebrates home languages
- a focus on developing self-regulation, which develops children's awareness and control of their own thinking, learning and emotions'.

There are also some specific teaching and learning approaches that are more relevant to some curriculum areas than others – including developing mathematical thinking skills and scientific thinking skills. You can find more information about these in 'Teaching and learning approaches' in the Teaching Support section of the School Support Hub.

Resources

The Cambridge Early Years Programme includes teaching and learning resources with ideas for activities that apply the teaching and learning approaches above. You will also need systematic phonics, reading and handwriting schemes to support teaching and learning of phonics and handwriting as part of the Communication, Language and Literacy curriculum area.

There is further guidance about practical resources and how to arrange your setting in 'Learning environment and resources' in the Teaching Support section of the School Support Hub.

Health and safety

Exploring and taking risks are important parts of children's learning and development, and should be encouraged. However, there must be respect for children's health and safety at all times, including during child-initiated activities, specifically:

- It is the responsibility of the practitioner in charge to conform to any national, regional and school regulations for health and safety.
- It is the responsibility of the practitioner in charge to make a risk assessment of the hazards involved with children undertaking an activity that conforms to these regulations.

Cambridge takes no responsibility for the management of health and safety. The responsibility for health and safety during all activities remains with your centre.

For more guidance on health and safety, see 'Learning environment and resources' in the Teaching Support section of the School Support Hub.

5. Learning statements by curriculum area

There are separate learning statements for each curriculum area for the three Cambridge Early Years stages: EY1 (ages 3 to 4), EY2 (ages 4 to 5) and EY3 (ages 5 to 6). The learning statements represent the expectations for most children's knowledge, understanding and skills by the end of the stage. They are designed to be used as the basis for teaching and learning, and also for assessing each child's progress within and across the stages.

This section presents the learning statements by curriculum area in a grid format to show the progression across the stages. There is also a summary of each curriculum area to support your understanding of the scope, including information about the mathematical thinking skills and the scientific thinking skills that you should embed in your teaching and learning.

Section 6: Learning statements by stage presents the learning statements in list format, stage by stage, so you can more easily make links between curriculum areas within your stage and plan holistically.

For guidance on recommended teaching and learning approaches that are specific to each curriculum area, see 'Teaching and learning approaches' in the Teaching Support section of the School Support Hub.

Learning statement codes

Each learning statement has a unique code for ease of reference, e.g. **1CEa.02**.

Each learning statement code includes:

- the number relating to the curriculum stage (e.g. **1** for **EY1**)
- uppercase letters to indicate the curriculum area, as listed below (e.g. **CE** for **Creative Expression**)
- lowercase letters, where appropriate, to indicate key areas of learning within the curriculum area, as listed below (e.g. **a** for **art and design**)
- a number relating to the order of the learning statement in the list, e.g. **02** is the second learning statement in Creative Expression: art and design

Note: This number does not necessarily reflect a recommended order of teaching and learning.

CL	Communication, Language and Literacy (EY1) c communication and language l literacy
CL.FLE	Communication, Language and Literacy – English as a First Language (EY2 and EY3) c communication and language l literacy
CL.ESL	Communication, Language and Literacy – English as a Second Language (EY2 and EY3) c communication and language l literacy
CE	Creative Expression a art and design m music da dance dr drama
M	Mathematics n developing a sense of number h handling data s shape, space and measure
PS	Personal, Social and Emotional Development
PD	Physical Development
UW	Understanding the World s scientific thinking d digital technology p people, time and place

Communication, Language and Literacy

This curriculum area includes four skills: speaking, listening, reading and writing. These are fundamental skills which should be integrated, applied and developed across all curriculum areas. The content is presented in two parts:

- **Communication and Language** which includes speaking, listening and general reading and writing skills
- **Literacy** which includes more specific reading and writing skills covering phonics, handwriting and spelling.

The whole curriculum area supports a bilingual or multilingual approach where children have immersive experiences of English and their home language is also valued (see 'Teaching and learning approaches' in the Teaching Support section of the School Support Hub). It acknowledges that children's pre-EY1 experiences of English will be varied, and offers three possible routes for transition to Cambridge Primary English or Cambridge Primary English as a Second Language.

In EY1 (ages 3 to 4) the learning statements are the same for all learners because they reflect foundational pre-literacy learning. Depending on their home language and their experience of English, each child will need a different level of support to achieve these learning statements. For children with a home language other than English, there are notes accompanying the EY1 learning statements. These notes provide guidance on extra support that you might provide to children who have little or no experience of English on entering EY1. They also indicate how these children might demonstrate their learning.

In EY2 (ages 4 to 5) and EY 3 (ages 5 to 6) there are three possible routes to Cambridge Primary English or Cambridge Primary English as a Second Language. Before children start in EY2 you will need to decide on the most appropriate route for them to follow from EY2 based on their home language and achievements in English in EY1. The three possible routes are:

- **For children with English as their home language**

The most appropriate route will be to follow the English as a First Language curriculum from EY2 which will enable children to transition to Cambridge Primary English at Stage 1 (ages 5 to 6) or Stage 2 (ages 6 to 7).

Ages 3 to 4	Ages 4 to 5	Ages 5 to 6	Ages 6 to 7
EY1	EY2 English as a First Language	EY3 English as a First Language or Primary Stage 1 English	Primary Stage 2 English

- For children with a home language other than English, who needed lots of support with EY1 Communication, Language and Literacy and only achieved some of the full EY1 learning statements

The most appropriate route will be to follow the English as a Second Language curriculum which will enable children to transition to Cambridge Primary English as a Second Language at Stage 1 (ages 5 to 6) or Stage 2 (ages 6 to 7).

Ages 3 to 4	Ages 4 to 5	Ages 5 to 6	Ages 6 to 7
EY1	EY2 English as a Second Language	EY3 English as a Second Language or Primary Stage 1 English as a Second Language	Primary Stage 2 English as a Second Language

- For children with a home language other than English, who needed limited support with EY1 Communication, Language and Literacy and achieved most of the full EY1 learning statements

A possible route is a hybrid route which enables children to transition from EY3 to Cambridge Primary English at Stage 2. This route is only suitable when children cover all three years of Cambridge Early Years through holistic, immersive learning. Children following this route will still need extra support across all of the Cambridge Primary English stages.

For this route, children need to cover:

1. Communication and Language from the English as a Second Language curriculum
2. Literacy from the English as a First Language curriculum (to develop the essential foundation phonics, handwriting and spelling skills for Cambridge Primary English)
3. Communication and Language from the English as a First Language curriculum **in their home language** (to develop more general communication and language skills in children's home language which can be applied more gradually to English within and beyond early years).

Ages 3 to 4	Ages 4 to 5	Ages 5 to 6	Ages 6 to 7
EY1	• Communication and Language from the EY2 English as a Second Language curriculum • Literacy from the EY2 English as a First Language curriculum • Communication and Language from the EY2 English as a First Language curriculum in home language	• Communication and Language from the EY3 English as a Second Language curriculum • Literacy from the EY3 English as a First Language curriculum • Communication and Language from the EY3 English as a First Language curriculum in home language	Primary Stage 2 English with extra support

For more guidance on recommended teaching and learning approaches for Communication, Language and Literacy, see ‘Teaching and learning approaches’ in the Teaching Support section of the School Support Hub.

Communication, Language and Literacy in your home language

It is important to value home languages other than English in early years (see ‘Inclusive learning’ in the Teaching Support section of the School Support Hub). You could use the Communication and Language learning statements for English as a First Language as a basis for your own home language curriculum. They reflect general communication and language skills that are relevant to all languages.

English as a First Language (FLE)

This version of the Communication, Language and Literacy curriculum area, with EY2 and EY3 learning statement codes including FLE, is designed for children with English as their home language.

Communication and Language

Communication and Language covers speaking and listening skills, and more general reading and writing skills, which together provide a foundation for the Literacy learning area (phonics, handwriting and spelling).

Although the whole Cambridge Early Years Curriculum is designed for teaching and learning primarily through the medium of English, it is still important to value other home languages in early years (see 'Inclusive learning' in the Teaching Support section of the School Support Hub).

Speaking and listening

Speaking and listening are powerful tools for children's learning across the curriculum. For example:

- verbal communication is important for children's personal, social and emotional development (language for communication)
- speaking and listening skills help children to organise and develop their thinking and make sense of the world, including their place within their social context (language for thinking).

So, the speaking and listening learning statements below incorporate both language for communication and language for thinking.

Considering these two aspects of language development is particularly important for bilingual learners. Even when English is a child's home language, and their spoken English is developing naturally, they still need support to further develop their skills of language for communication and language for thinking. All children are likely to acquire language more effectively if they are encouraged to become active participants in conversations and discussions, and to question, hypothesise, reason, imagine and wonder out loud.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Listening and attention	1CLc.01 Listen and respond appropriately in everyday situations, although not necessarily immediately.	2CL.FLEc.01 Listen to and take into account what others have to say.	3CL.FLEc.01 Listen and respond appropriately to familiar and less familiar adults and peers.
	1CLc.02 Listen to others when conversations and discussions interest them.	2CL.FLEc.02 Give their attention to what others say, including while engaged in an activity, and respond appropriately.	3CL.FLEc.02 Show listening and attention skills through effective communication in peer-to-peer and group activities using appropriate language for the situation, including - taking turns to speak and listen without interruption - showing some understanding of the opinions of others - providing responses that link to what others say.
	1CLc.03 Experiment with the language that they hear, using more diverse and complex words, and replicating the intonation of adults.	2CL.FLEc.03 Experiment with the language that they hear, including using the language of others in their own speech.	3CL.FLEc.03 Apply elements of the spoken and recorded language they hear to their own speech.
	1CLc.04 Recognise everyday sounds at home and at school (e.g. an aeroplane flying overhead), commenting on what they hear.	2CL.FLEc.04 Recognise and respond appropriately to sounds in school, for example, the fire alarm, the lunch bell.	3CL.FLEc.04 Recognise and respond to sounds in stories.
	1CLc.05 Enjoy and begin to listen attentively to stories, to show appreciation of spoken language that does not include rhythm and rhyme (prose).	2CL.FLEc.05 Listen attentively in a range of situations, responding with relevant comments, questions or actions, for example, listening to a story, anticipating or predicting events.	3CL.FLEc.05 Sustain attentive listening, showing some understanding of the overall conversation or discussion by responding to what they hear with some relevant utterances, comments and questions.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Listening and attention (continued)	1CLc.06 Enjoy and respond to the words of rhymes and songs, for example, joining in with repeated elements, doing actions, singing favourite songs out loud as they play.	2CL.FLEc.06 Listen with enjoyment to stories, songs, rhymes and poems, and respond to them, including by making up their own stories, songs, rhymes and poems.	3CL.FLEc.06 Appreciate rhymes, poems, and songs, and recite some by heart.
Understanding spoken text	1CLc.07 Show understanding of specific instructions by responding appropriately, for example, instructions to get a toy or to put away a resource.	2CL.FLEc.07 Show understanding of simple instructions with at least two stages by responding appropriately, including asking questions to clarify them.	3CL.FLEc.07 Show understanding of a sequence of simple instructions by responding appropriately, including clarifying by asking questions or repeating instructions back to an adult.
	1CLc.08 Respond appropriately to simple questions about familiar contexts, for example, 'What can we use to cut paper?'. 1CLc.09 Show understanding of <i>how</i> and <i>why</i> questions and sometimes offer an appropriate answer.	2CL.FLEc.08 Respond appropriately to questions about their home and school experiences and about stories.	3CL.FLEc.08 Respond appropriately to questions about their family, friends and events in the local community.
	1CLc.10 Read the body language of others and begin to respond appropriately, for example, both recognising that a peer wants to play too and letting the peer join in.	2CL.FLEc.09 Read the body language (non-verbal communication) of others accurately, and usually respond appropriately.	3CL.FLEc.09 Recognise how others' non-verbal communication reflects their feelings, and respond appropriately.
	1CLc.11 Use appropriate language to describe the main characters, settings and events in stories.	2CL.FLEc.10 Use language to explore imaginary situations, including telling and retelling stories.	3CL.FLEc.10 Use language to imagine and recreate characters, roles and situations.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Understanding spoken text (continued)	1CLc.12 Question how and why things happen. 1CLc.13 Offer explanations for why things happen derived from their own experience.	2CL.FLEc.11 Use talk to find out more information and to clarify ideas, for example, asking questions to find out more about people, talking about activities to decide what to do next. 2CL.FLEc.12 Use talk to rehearse, order and reflect on experiences, including applying their experience of cause and effect, describing sequences of events and linking their own experience with stories. 2CL.FLEc.13 Use talk to describe what has happened and what is happening, and to predict what might happen next and why.	3CL.FLEc.11 Use appropriate language to express, organise, sequence and clarify thinking, ideas, feelings and events, including giving reasons for their choices. 3CL.FLEc.12 Use language competently and confidently to develop learning, including asking relevant questions about what they hear, see or read, and knowing when to ask for advice or help, or for information to be repeated.
	1CLc.14 Explore the meanings of new words that they encounter in their play.	2CL.FLEc.14 Explore the sounds and meanings of new words that they have heard.	3CL.FLEc.13 Show an understanding of what they hear, including beginning to make inferences about missing information based on other knowledge.
Speaking	1CLc.15 Make themselves understood in everyday situations.	2CL.FLEc.15 Speak audibly and with control with familiar people, showing an awareness of the listener. 2CL.FLEc.16 Stick to a main theme or intention when speaking to others.	3CL.FLEc.14 Speak audibly, accurately and coherently, using relevant information to make themselves understood.
	1CLc.16 Use simple statements and questions in conversations.	2CL.FLEc.17 Contribute to discussions within a group, using simple statements and questions.	3CL.FLEc.15 Begin to recognise and use the conventions for discussion and debate; interact with others, negotiating plans and activities.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Speaking (continued)	1CLc.17 Talk about self and everyday events with familiar people, including past and present events. 1CLc.18 Use a range of appropriate vocabulary to describe objects and people that are of particular importance to them, to describe their experiences and to express ideas.	2CL.FLEc.18 Share past, present and future experiences with familiar people in response to different types of prompts. 2CL.FLEc.19 Use appropriate vocabulary to express likes and dislikes and their own feelings and those of others. 2CL.FLEc.20 Use vocabulary and forms of speech that are influenced by their experiences of printed and multimedia texts.	3CL.FLEc.16 Share experiences with different people, including less familiar people, with increasing detail. 3CL.FLEc.17 Use appropriate vocabulary to talk about themselves and their activities, and to express opinions, feelings and ideas clearly.
	1CLc.19 Use intonation to make their meaning clear, for example, to differentiate between statements and questions.	2CL.FLEc.21 Use some expression to add interest to their speech.	3CL.FLEc.18 Show awareness of the listener, for example, using a varying tone to engage them, responding to their non-verbal communication.
	1CLc.20 Begin to use non-verbal communication, in addition to verbal language, to help get their message across.	2CL.FLEc.22 Use non-verbal communication, in addition to verbal language, in an appropriate and meaningful way.	3CL.FLEc.19 Use a range of appropriate non-verbal communication techniques, including eye contact and facial expressions, in addition to verbal language.
	1CLc.21 Use real and invented language in pretend play situations.	2CL.FLEc.23 Initiate and continue conversation with others in play-based and informal group contexts.	3CL.FLEc.20 Explore characters and respond appropriately to others in pretend play situations.

General reading skills

Reading and writing are interrelated aspects of communication and language which build on children's speaking and listening. Learning to read is not simply about acquiring phonics skills to decode words. It is also about developing children's:

- pleasure in reading
- understanding of the features of texts
- reading comprehension
- ability to talk about texts, including making connections to experiences beyond school.

The overall aim of developing general reading skills alongside phonics skills is to develop motivated, fluent and independent readers.

EY1 focuses on pre-reading skills. These include listening to texts being read aloud, developing some awareness of the conventions and purposes of the written text all around us and building enthusiasm for learning to read from EY2.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Appreciating text	1CLc.22 Enjoy listening to different types of texts, responding to them through speech and action, for example, sharing a book with an adult and talking about the pictures and ideas. 1CLc.23 Handle books and other printed material with interest, including choosing favourite books with pictures, and looking at and commenting on pictures.	2CL.FLEc.24 Enjoy listening to a range of stories, poems and non-fiction texts, displaying individual preferences for particular texts. 2CL.FLEc.25 Handle books and other printed material with care and consideration, selecting and organising texts with a purpose, for example, choosing their preferred book and returning it to shelf after reading.	3CL.FLEc.21 Enjoy and discuss a wide range of poems, stories and non-fiction, including listening to texts beyond the level at which they can read independently.
Making sense of text	1CLc.24 Behave like a reader when listening to stories and imitating reading of books, including: • holding a book the right way round • turning pages • showing the direction in which text is read by pretending to follow text with their finger (left to right and top to bottom in English) • showing that one spoken word corresponds with one written word by pretending to follow text with their finger. 1CLc.25 Play at reading, using picture cues and memory of words and phrases to join in with familiar words and phrases when listening to a story being read.		

Making sense of text (continued)	1CLc.26 Use visual cues to recognise some familiar words, for example, their own first name, signs in the local environment.	2CL.FLEc.26 Recognise that a sentence is made up of a number of words that carry meaning when read in sequence.	3CL.FLEc.22 Make decisions about which strategies will help to clarify understanding of stories and non-fiction texts, for example, using picture cues, asking questions.
		2CL.FLEc.27 Re-read individual sentences with some fluency, using appropriate pauses to show awareness that capital letters and full stops indicate sentences.	3CL.FLEc.23 Show awareness of rhythm when reciting poems and song lyrics. 3CL.FLEc.24 Check that the text makes sense to them as they read and correct inaccurate reading. 3CL.FLEc.25 Re-read sentences with some fluency, showing awareness of simple grammatical links between words through their pattern of speech, for example, '[The girl] [is playing] with [her ball].'
Showing understanding of text	1CLc.27 Show interest in text and images in printed material and in the environment, making connections with their own knowledge and experience. 1CLc.28 Recognise that text and images in printed and digital texts are a way of sharing information, and that people read text for meaning, for example, by saying 'From the pictures, I think this page is telling us about pandas. Please would you read the words to me so I can find out more about pandas.'	2CL.FLEc.28 Recognise the relationship between text and images on the page or screen to support meaning. 2CL.FLEc.29 Recognise some ways in which texts for different purposes look different.	3CL.FLEc.26 Recognise the purpose of different texts, for example, use a range of non-fiction books and digital sources to answer questions about <i>what</i> , <i>where</i> , <i>who</i> , <i>when</i> , <i>why</i> and <i>how</i> , including finding information by reading labels, lists and captions. 3CL.FLEc.27 Recognise the purpose of parts of a book, including cover, title and contents page.

Showing understanding of text (continued)	1CLc.29 Identify the contribution of visual elements in stories and non-fiction texts.		3CL.FLEc.28 Discuss the meaning of words they read, linking new meanings to those they already know.
	1CLc.30 Listen to and join in with stories and poems, one-to-one and in small groups, showing understanding of the progress of the content. 1CLc.31 Show an understanding of texts heard by responding to simple questions, for example, for stories, questions about characters, settings and events. 1CLc.32 Begin to identify how contexts and events in stories are the same as or different from real life.	2CL.FLEc.30 Recognise and join in with formulaic phrases, for example, 'Once upon a time ...', 'And they all lived happily ever after.'. 2CL.FLEc.31 Respond to simple questions about texts they read or hear, including predicting what will happen next in a story, and giving some explanation for their answers.	3CL.FLEc.29 Make inferences from what has been read, including predicting what might happen based on the title of a book or on the events so far. 3CL.FLEc.30 Explain clearly their understanding of texts they read or hear, including offering reasons for inferences and predictions. 3CL.FLEc.31 Show understanding when talking with others about what they have read, including linking content to their own experiences.
	1CLc.33 Begin to retell a familiar story verbally, including some relevant information.	2CL.FLEc.32 Retell a simple story using full sentences and recognising key elements of a story, for example, the main characters, the sequence of events.	3CL.FLEc.32 Use expression and intonation, especially when re-reading sentences, for example, to indicate when characters in the story are speaking.

General writing skills

Reading and writing are interrelated aspects of communication and language which build on children's speaking and listening. Learning to write is not simply about acquiring handwriting and spelling skills. It is also about developing children's:

- pleasure and creativity in writing
- ability to express themselves through writing
- application of the features of texts they have experienced through listening and reading
- experiences of writing for different purposes.

The overall aim of developing general writing skills alongside handwriting and spelling skills is to develop motivated, independent writers.

EY1 focuses on pre-writing skills. These include developing an understanding of text as a useful tool for recording and sharing information and ideas and building enthusiasm for learning to write conventionally from EY2.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Composing	1CLc.34 Incorporate writing as part of their role-play (e.g. messages, appointments, shopping lists), although not necessarily in the form of conventional letters. 1CLc.35 Ask questions about what people are doing as they observe them writing in the context of the school setting and at home, for example, 'Who are you writing to?', 'What are you writing?'. 1CLc.36 Access writing materials independently with the aim of writing a message although not necessarily in the form of conventional letters, for example, writing their first name on a painting. 1CLc.37 Speak a text for a purpose, observing an adult scribe it for them, for example, speaking text to display with a picture they have created.		
	1CLc.38 Use the language of writing to describe their efforts to write (e.g. 'I am writing.'), despite not necessarily using conventional text.	2CL.FLEc.33 Attribute meaning to what they have written, including when meaning is not immediately clear to the reader, for example, 'This says "I love Daddy"!'.	3CL.FLEc.33 Read aloud and discuss what they have written with an adult or peers, making some simple changes where appropriate.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Composing (continued)		2CL.FLEc.34 Attempt to write words and short combinations of words for different purposes, including their full name, and simple labels, signs and captions.	3CL.FLEc.34 Write simple sentences to communicate meaning. 3CL.FLEc.35 Use a range of strategies to support writing, including saying out loud what they are going to write about, composing a sentence orally before writing it and re-reading what they have written to check that it makes sense. 3CL.FLEc.36 Apply experiences of speaking and listening (including how language sounds) and reading through use of appropriate vocabulary and grammatical structures in their own writing, including capital letters and full stops to demarcate sentences, capital letters for <i>I</i> and names, <i>and</i> to join words and clauses, and articles <i>the</i> and <i>a</i> or <i>an</i>. 3CL.FLEc.37 Write about topics that interest them, including beginning to sequence sentences to form longer texts, such as simple narrative, non-fiction texts and poetry. 3CL.FLEc.38 Use some language and features which match the form and purpose of their writing, for example, a fairy story may begin with 'Once upon a time ...', key information about a favourite animal may be presented in a list.

Literacy

Literacy builds on children's language and communication skills and covers phonics, handwriting and spelling which are interrelated aspects of reading and writing. Effective literacy development is based on three principles:

- using a progression of developmentally appropriate stages, leading gradually to the ability to read and write conventionally
- recognising the impact of literacy experiences in children's cultural and social environment on their motivation and understanding
- developing children's understanding of the purposes and functions of literacy, leading to increasing accuracy.

Phonics

Building phonic understanding – the relationship between sounds (phonemes) and how they are written (graphemes) – is a key element of literacy in English.

EY1 focuses on the pre-literacy skills of aural recognition of sounds and experimentation with sounds. This prepares children for the conventional reading skills they begin to learn in EY2.

The EY2 and EY3 learning statements provide a broad indication of the phonics skills expected at each stage. You will need systematic phonics and reading schemes to teach these learning statements. The following published resources provide guidance and activities for teaching phonics systematically which support the curriculum content:

- [Jolly Phonics](#)
- [Letterland](#)

EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
The child is able to:	The child is able to:	The child is able to:
1CLI.01 Recognise rhyme in songs and poems, for example, join in with rhyming words in a familiar song, make up a new nonsense version of a rhyme by substituting different rhyming words.	2CL.FLEI.01 Clap and count the syllables in different words.	
	2CL.FLEI.02 Recognise some common words on sight in a range of contexts.	3CL.FLEI.01 Begin to recognise a range of common words on sight, including phonetically irregular words.

EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
The child is able to:	The child is able to:	The child is able to:
1CLI.02 Link some sounds (phonemes) to letters in familiar words, for example, the letters in their first name or the initial sound of a word in a familiar book.	2CL.FLEI.03 Recognise the sounds (phonemes) of many individual letters and some combinations of letters.	3CL.FLEI.02 Give the most common sound (phoneme) associated with each letter. 3CL.FLEI.03 Recognise or blend to identify the sounds represented by combinations of letters including common word beginnings and endings (e.g. <i>th-</i>, <i>sh-</i>, <i>ch-</i>, <i>ai</i>, <i>ee</i>, <i>igh</i>, <i>br-</i>, <i>bl-</i>, <i>-nd</i>, <i>-s</i>, <i>-ed</i>, <i>-ing</i>).
1CLI.03 In songs and rhymes, sometimes recognise alliteration (when words begin with the same sound), for example, <i>/fi/ve /f/at /f/ishes</i>. 1CLI.04 Begin to segment and blend some of the sounds they hear in simple regular spoken words, for example, saying ‘c-a-t, cat’. 1CLI.05 Begin to use knowledge of sounds (phonemes) to read simple rhyming strings once the first word is known (e.g. <i>pat</i>, <i>cat</i>, <i>sat</i>, <i>fat</i>, <i>hat</i>).	2CL.FLEI.04 Explore and experiment with segmenting and blending sounds (phonemes) to read familiar words, for example, the names of family members, common phonetically regular single-syllable words with short vowels. 2CL.FLEI.05 Attempt to read unfamiliar words with adult support, by attempting to identify, sound, segment and blend phonemes in individual words.	3CL.FLEI.04 Use phonic knowledge to read phonetically regular words and to sound out elements of irregular words.
	2CL.FLEI.06 Attempt to read sentences and simple decodable books making use of a range of cues, including knowledge of the story or context and word/letter recognition.	3CL.FLEI.05 Begin to read a range of simple texts, including using a growing range of cues that include knowledge of the world and simple grammar.

Handwriting and spelling

Learning to write conventionally is a process that develops gradually over a period of time, usually years. Children start experimenting with writing from a very early age and this is an important stage on the journey to using conventional letter–sound relationships. Although children’s early writing may not be conventional from the perspective of an adult, their marks should be valued and interpreted by considering the context and children’s oral descriptions of the information they are communicating through their marks. By supporting children appropriately in their early efforts to write, you will help them to become motivated and independent writers by the end of early years.

The learning statements below cover handwriting and spelling – two important tools for communicating clearly through writing. The learning statements build on the phonics learning statements, developing recognition of the relationship between sounds (phonemes) and how they are written (graphemes) to the formation of letters and words.

EY1 focuses on pre-literacy skills, including developing fine motor skills, hand–eye coordination and control, which prepare children for writing using conventional letters from EY2.

The EY2 and EY3 learning statements provide a broad indication of the handwriting and spelling skills expected at each stage. You will need systematic phonics and handwriting schemes to teach these learning statements. The following published resources provide guidance and activities for teaching phonics systematically which support the curriculum content:

- [Jolly Phonics](#)
- [Letterland](#)

The following published resource provides guidance and activities for teaching handwriting systematically:

- [Penpals for Handwriting](#)

You should integrate handwriting and spelling teaching and learning activities carefully into your planning, ensuring that all of the learning statements for each stage of the curriculum are fully covered.

EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
The child is able to:	The child is able to:	The child is able to:
1CLI.06 Recognise their first name in print and attempt to write it, for example, by copying one or more of the letters, by using a signature which resembles an approximation of their name using marks. 1CLI.07 Use some identifiable letters to communicate meaning, for example, letters related to their own name or those of other family members, such as <i>m</i> for mummy.	2CL.FLEI.07 Write all letters of the alphabet (lower-case and capitals), recognisable in the conventional sense. 2CL.FLEI.08 Write the initial sounds in different words they hear and say.	
1CLI.08 Engage in a wide range of activities to support the development of fine motor skills and hand–eye coordination, for example, threading beads, playing with sand and water, throwing and catching balls, painting. 1CLI.09 Develop control by making patterns with ribbons on sticks, fingers in the air or sand, paint brushes, crayons, and pencils. 1CLI.10 Form some letters, for example, using a finger in the air or sand, a paint brush, a crayon, a pencil.	2CL.FLEI.09 Use correct letter formation for lower- and upper-case letters, understanding which letters belong to which handwriting <i>families</i> (i.e. letters that are formed in similar ways). 2CL.FLEI.10 Write words, and the letters within them, in a straight line from left to right.	3CL.FLEI.06 Begin to use lower- and upper case letters of regular size and shape and consistency of spacing between words.
	2CL.FLEI.11 Begin to use a comfortable and efficient grip (ideally the tripod grip) to hold and manipulate writing tools. 2CL.FLEI.12 Begin to sit correctly at a table to write, for example, posture, seating and paper positioning.	3CL.FLEI.07 Use a comfortable and efficient pencil grip, so that letters and words are generally recognisable. 3CL.FLEI.08 Sit correctly at a table to write, including posture, seating and paper positioning.
1CLI.11 Distinguish between different sounds and letters, both heard and spoken.	2CL.FLEI.13 Begin to write letters and combinations of letters (graphemes) that correspond to sounds (phonemes).	3CL.FLEI.09 Identify the most common letter(s) (grapheme(s)) associated with each sound heard in spoken words.

EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
The child is able to:	The child is able to:	The child is able to:
	2CL.FLEI.14 Begin to use phonic knowledge to write simple regular words (e.g. <i>can</i> , <i>big</i>) and make phonetically plausible attempts at irregular words (e.g. <i>you</i> , <i>was</i>).	3CL.FLEI.10 Use phonic knowledge to write simple regular words and make phonetically plausible attempts at irregular words. 3CL.FLEI.11 Identify when and how to seek help in spelling unfamiliar words, for example, asking an adult for advice, using their spelling log.

English as a Second Language (ESL)

This version of the Communication, Language and Literacy curriculum area, with EY2 and EY3 learning statement codes including ESL, is designed for children with a home language other than English. It can be used as part of two different routes to Cambridge Primary – see the **main introduction** to the Communication, Language and Literacy curriculum area above for more information.

The EY1 learning statements are the same as for English as a First Language because they reflect foundational pre-literacy learning. The notes which accompany the EY1 learning statements provide guidance on extra support that you might provide for children who have little or no experience of English on entering EY1. They also indicate how these children might demonstrate their learning.

The learning statements for EY2 and EY3 are specifically designed for children who have a home language other than English. The learning statements for EY3 align with elements of the level descriptors for the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both within and beyond Europe to map learners' progression in English.

The EY1, EY2 and EY3 learning statements indicate when most children will be achieving the skill consistently and accurately. However, the whole Cambridge Early Years curriculum is designed for teaching and learning primarily through the medium of English, so they may be also beginning to develop skills beyond the learning statements for a stage as part of the wider holistic curriculum, for example:

- to describe events in the past and future during activities linked to Mathematics and Understanding the World
- to express feelings in activities linked to Personal, Social and Emotional Development
- to express opinions and choices in activities linked to Creative Expression
- to describe movement and position in activities linked to Mathematics, Physical Development and Understanding the World.

Especially in EY1, children will also benefit from some opportunities across the wider curriculum to communicate more complex understanding, ideas, feelings and opinions using their home language when they are unable to express what they want to say in English.

Communication and Language

Communication and Language covers speaking and listening skills, and more general reading and writing skills, which together provide a foundation for the Literacy learning area (phonics, handwriting and spelling).

Although the whole Cambridge Early Years Curriculum is designed for teaching and learning primarily through the medium of English, it is still important to value other home languages in early years (see 'Inclusive learning' in the Teaching Support section of the School Support Hub).

Speaking and Listening

Speaking and Listening is especially important for children with a little or no experience of English before EY1. It builds confidence, and the vocabulary, language and pronunciation required to provide a foundation for reading and writing in English. It also develops skills that children need to express their understanding, ideas, feelings and opinions across the wider curriculum.

All children are likely to acquire language more effectively if they are encouraged to become active participants in conversations and discussions across the curriculum.

Key learning for children with a home language other than English, and which should also be reinforced as part of holistic teaching and learning across the whole curriculum, is:

- vocabulary building
- pronunciation
- use of grammatical conventions for effective communication.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Listening and attention	1CLc.01 Listen and respond appropriately in everyday situations, although not necessarily immediately.	2CL.ESLc.01 Listen and respond appropriately using simple words in everyday situations and during simple conversations, for example, answering questions about their play, responding to the question 'Is the cat black?' by saying 'No. White'.	3CL.ESLc.01 Listen and respond appropriately using simple words and phrases in everyday situations and during simple conversations, for example, answering questions about their play and everyday life.
	1CLc.02 Listen to others when conversations and discussions interest them. To support the child, accompany routine talk with gestures and actions, and initiate simple conversations regularly as they play. By the end of EY1, the child may only respond using gestures, actions and a small range of simple words, for example, waving in response to 'Goodbye' at the end of the day, or responding to the question 'Are you cold?' (accompanied by shivering), by saying 'Yes'.	2CL.ESLc.02 Begin to take turns when speaking with others in short, simple exchanges including during play.	3CL.ESLc.02 Take turns when speaking with others in short, simple exchanges, including during play and everyday situations.
	1CLc.03 Experiment with the language that they hear, using more diverse and complex words, and replicating the intonation of adults. To support the child, use simple sounds, words and rhythms and help to convey the meaning of new words using gestures and pictures.	2CL.ESLc.03 Experiment with the language that they hear by correctly pronouncing some sounds, words and rhythms, and replicating intonation, although acquisition of some English sounds may still be emerging.	3CL.ESLc.03 Experiment with the language that they hear by pronouncing and using more words and replicating the intonation of adults.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Listening and attention (continued)	By the end of EY1, the child may only be experimenting with a small range of sounds, words and rhythms. Their acquisition of English sounds may still be emerging.		
	1CLc.04 Recognise everyday sounds at home and at school (e.g. an aeroplane flying overhead), commenting on what they hear. By the end of EY1, the child may only react to sounds through gestures, expressions in their home language or simple words in English, for example, pointing and saying the word 'plane' when they hear an aeroplane.		
	1CLc.05 Enjoy and begin to listen attentively to stories, to show appreciation of spoken language that does not include rhythm and rhyme (prose). To support the child, read short, simple stories accompanied by pictures, actions and puppets to engage them in the story and help them to follow it. By the end of EY1, the child may only enjoy listening to stories when they can build understanding of the text by being actively engaged, for example, by doing actions while saying particular words.	2CL.ESLc.04 Enjoy and begin to listen attentively to short, simple stories, accompanied by pictures, to show appreciation of spoken language that does not include rhythm and rhyme (prose).	3CL.ESLc.04 Enjoy and listen attentively to short, simple stories, to show appreciation of spoken language that does not include rhythm and rhyme (prose), and respond with short relevant comments.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Listening and attention (continued)	1CLc.06 Enjoy and respond to the words of rhymes and songs, for example, joining in with repeated elements, doing actions, singing favourite songs out loud as they play. To support the child, use short, simple rhymes and songs accompanied by pictures or actions. By the end of EY1, the child may only respond using actions, for example, tapping when they hear a specific sound or word, or joining in with repeated sounds and words.	2CL.ESLc.05 Enjoy, listen and respond to simple rhymes and songs by joining in with repeated words and beginning to replicate elements of rhymes and songs during their play.	3CL.ESLc.05 Enjoy, listen and respond to rhymes by joining in with repeated words and phrases, and attempting to replicate rhymes and songs spontaneously.
Understanding spoken text	1CLc.07 Show understanding of specific instructions by responding appropriately, for example, instructions to get a toy or to put away a resource. To support the child, accompany instructions with gestures and actions. By the end of EY1, the child may only respond appropriately to routine single-word instructions.	2CL.ESLc.06 Show understanding of short, simple instructions with demonstration and support, by responding appropriately. 2CL.ESLc.07 Show understanding of some specific information and detail of short, simple talk with the support of pictures, objects, sounds or actions.	3CL.ESLc.06 Show understanding of short, simple instructions by responding appropriately. 3CL.ESLc.07 Show understanding of some specific information and detail of short, simple talk.
	1CLc.08 Respond appropriately to simple questions about familiar contexts, for example, 'What can we use to cut paper?'. To support the child, ask short, simple questions about familiar contexts	2CL.ESLc.08 Show understanding of short, simple questions (with gestures, if needed) about their home and school experiences (e.g. 'What colour is the bird?') and respond using simple words.	3CL.ESLc.08 Show understanding of short, simple questions about their home and school experiences (e.g. What is on the chair?), and respond using simple words and phrases.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Understanding spoken text (continued)	accompanied by gestures, pictures, or puppets, for example, say 'My name is Mary' (and point to yourself). Ask 'What is your name?'. By the end of EY1, the child may only respond using gestures, actions or simple words.		
	1CLc.09 Show understanding of <i>how</i> and <i>why</i> questions and sometimes offer an appropriate answer. To support the child, ask short, simple <i>how</i> and <i>why</i> questions accompanied by pictures and gestures, for example, shrugging shoulders to ask 'why?'. By the end of EY1, the child may understand <i>how</i> and <i>why</i> questions in English but only respond using their home language.	2CL.ESLc.09 Show understanding of short, simple <i>how</i> and <i>why</i> questions and sometimes offer an appropriate answer through simple words and gestures.	3CL.ESLc.09 Show understanding of short, simple <i>how</i> and <i>why</i> questions and sometimes offer an appropriate answer through simple words and phrases.
	1CLc.10 Read the body language of others and begin to respond appropriately, for example, both recognising that a peer wants to play too and letting the peer join in. To support the child, regularly use gestures, actions, or facial expressions to indicate what you want or how you feel. By the end of EY1, the child may only respond to body language using gestures and actions.		

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Understanding spoken text (continued)	1CLc.11 Use appropriate language to describe the main characters, settings and events in stories. To support the child, read short, simple stories accompanied by pictures and actions. Emphasise key descriptive language as you read. By the end of EY1, the child may only use single description words, especially words repeated throughout the story, for example, pointing to an illustration of Little Red Riding Hood and describing her as 'girl' or 'red'.	2CL.ESLc.10 Show understanding of stories by describing the main characters from a story with simple words and short, simple phrases, for example, 'Big tiger'. 2CL.ESLc.11 Show understanding of the main point of short, simple talk as they play, with the support of objects, sounds or actions.	3CL.ESLc.10 Show understanding of stories by describing the main characters and events from a story with phrases and short, simple sentences, for example, 'The children are at home'. 3CL.ESLc.11 Show understanding of the main point of short, simple talk, including during play and everyday situations.
	1CLc.12 Question how and why things happen. To support the child, provide play opportunities that prompt them to ask 'Why?' or 'How?', for example, provide unfamiliar toys and games that the child does not know how to use. By the end of EY1, the child may only use <i>how</i> and <i>why</i> question words in isolation, for example, when asked to tidy up, they may ask 'Why?'. 1CLc.13 Offer explanations for why things happen derived from their own experience. By the end of EY1, the child may only respond to <i>why</i> questions posed in English in their home language. (This	2CL.ESLc.12 Ask <i>how</i> and <i>why</i> questions using the question word and at least one more word to communicate meaning, for example, 'Why here?'.	3CL.ESLc.12 Ask <i>how</i> and <i>why</i> questions using the question word and other words to communicate meaning, for example, 'How do you spell ...?'.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Understanding spoken text (continued)	learning statement requires communication of critical thinking, which can be challenging.)		
	1CLc.14 Explore the meanings of new words that they encounter in their play. To support the child, repeat words related to their play accompanied by gestures and actions. By the end of EY1, the child may only show an understanding of words repeated and demonstrated multiple times.	2CL.ESLc.13 Show understanding of new simple words that they encounter in their play from other learners. 2CL.ESLc.14 Show understanding of simple words with the support of pictures, objects, sounds or actions, for example, by pointing to the picture of a cat when you say 'It is a cat'.	3CL.ESLc.13 Show understanding of new simple phrases and sentences that they encounter in their play from other learners. 3CL.ESLc.14 Show understanding of some simple words and phrases from the context.
Speaking	1CLc.15 Make themselves understood in everyday situations. To support the child, use simple routines to support communication and confidence, for example, greetings and farewells. By the end of EY1, the child may only use simple words accompanied by gestures and actions.	2CL.ESLc.15 Make themselves understood in everyday situations, through rehearsed simple words and short, simple phrases, for example, 'Crayon, please'. 2CL.ESLc.16 Begin to ask simple formulaic questions (that do not require spontaneous creative use of the language) about classroom activities and personal information, for example, 'What is your name?', 'Where is it?'.	3CL.ESLc.15 Make themselves understood in everyday situations and routines, through rehearsed phrases and requests for help, for example, 'Good morning', 'Red crayon, please'. 3CL.ESLc.16 Ask simple questions about classroom activities and personal information, for example, 'Can you swim?', 'Where is the teacher?'.
	1CLc.16 Use simple statements and questions in conversations. To support the child, use simple play and everyday situations as context for statements and questions.	2CL.ESLc.17 Begin to use some simple grammatical structures for communication, including during play and everyday situations, allowing for frequent, basic mistakes.	3CL.ESLc.17 Use some simple grammatical structures for communication, including during play and everyday situations, allowing for frequent, basic mistakes.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Speaking (continued)	By the end of EY1, the child may only replicate and use short, simple statements, for example, 'It is a book'. They may use single question words in familiar situations, for example, 'Who?', 'Why?'.	2CL.ESLc.18 Use <i>with</i> to indicate accompaniment, for example, 'With friends'. 2CL.ESLc.19 Talk about days of the week using <i>on</i>, for example, 'On Tuesday'.	3CL.ESLc.18 Use <i>for</i> to indicate the recipient, for example, 'This card is for my friend'. 3CL.ESLc.19 Talk about time, using <i>at</i> and <i>in</i>, for example, 'At 11 o'clock', 'In the afternoon'.
	1CLc.17 Talk about self and everyday events with familiar people, including past and present events. To support the child, use modelling to support them in talking about themselves, for example, say 'I am Tom. I am a teacher. You?'. By the end of EY1, the child may only talk about themselves using simple rehearsed words and phrases, for example, 'I am Anna'. 1CLc.18 Use a range of appropriate vocabulary to describe objects and people that are of particular importance to them, to describe their experiences and to express ideas. To support the child, model using simple words to describe pictures to support their descriptions of people and objects. Also, model using simple language of position to describe people and objects (e.g. <i>on</i>, <i>in</i>).	2CL.ESLc.20 Talk about themselves using short, simple sentences, for example, 'I am happy'. 2CL.ESLc.21 Begin to talk about their abilities, for example, 'I can swim'. 2CL.ESLc.22 Use <i>I, you, he, she, it, we, they</i>, for example, 'She is tall'. 2CL.ESLc.23 Describe people, places and objects, using simple words, including a range of colours. 2CL.ESLc.24 Begin to link simple words using <i>and</i>, for example, 'Dog and cat'. 2CL.ESLc.25 Begin to talk about what is happening or what they are doing at the moment, for example, 'I am reading'. 2CL.ESLc.26 Begin to talk about their own possessions using very simple phrases, for example, 'My book'. 2CL.ESLc.27 Say where objects and people are located, including using <i>on, in, at</i>, for example, 'On the table', 'At the park'.	3CL.ESLc.20 Talk about themselves using simple sentences about habits, likes, hobbies and routines, for example, 'I play football'. 3CL.ESLc.21 Talk about their abilities, for example, 'I can touch my toes', 'I can't fly'. 3CL.ESLc.22 Use <i>I, you, he, she, it, we, they</i> and <i>me, you, him, her, it, us, them</i>, for example, 'He helps us'. 3CL.ESLc.23 Describe people, places, objects, and routine actions and events using simple words, phrases and sentences. 3CL.ESLc.24 Begin to express ideas, for example, 'Let's play'. 3CL.ESLc.25 Link simple words and phrases using <i>and</i>, for example, 'I run and fly my kite'. 3CL.ESLc.26 Talk about what is happening or what people are doing at the moment, for example, 'She is kicking a ball', 'He is drawing'.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Speaking (continued)	By the end of EY1, the child may only describe people and objects using gestures and single words (e.g. <i>red, tall, soft</i>).	2CL.ESLc.28 Use <i>here</i> and <i>there</i> to say where objects and people are located, for example, responding to a 'Where is ...?' question by saying 'Here', or 'There'. 2CL.ESLc.29 Use common singular and plural nouns for friends and family to say what things or people are, for example, 'My brother', 'My brothers'. 2CL.ESLc.30 Use <i>a, an</i> for familiar objects, for example, 'a tree', 'an egg'. 2CL.ESLc.31 Talk about activities they like, using <i>like + verb + ing</i>, for example, 'I like drawing'.	3CL.ESLc.27 Talk about their own and others' possessions using simple sentences, for example, 'This is my book', 'This is her book'. 3CL.ESLc.28 Describe the locations of objects and people (e.g. using <i>near, next to, here/there</i>), for example, 'It is near the door', 'It is here/there'. 3CL.ESLc.29 Use common singular, plural and proper nouns to say what things or people are, for example, 'This is my sister', 'These are my sisters', 'This is John'. 3CL.ESLc.30 Use <i>a, an, the</i> for familiar objects, for example, 'This is a tree. The tree is tall'. 3CL.ESLc.31 Talk about activities they and other people like and dislike, using <i>like/don't like + verb + ing</i>, for example, 'He likes walking', 'They don't like running'.
	1CLc.19 Use intonation to make their meaning clear, for example, to differentiate between statements and questions. To support the child, use short, simple statements and questions in play contexts to model the difference in intonation. By the end of EY1, the child may only be beginning to differentiate and replicate	2CL.ESLc.32 Begin to use intonation to make their meaning clear, for example, for statements and questions.	3CL.ESLc.32 Use intonation to make their meaning clear, for example, for statements and questions.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Speaking (continued)	intonation for statements and questions. They may experiment with intonation of words, for example, 'Oh no!', 'Oh my!', 'Wow!', to convey feelings.		
	1CLc.20 Begin to use non-verbal communication, in addition to verbal language, to help get their message across.		
	1CLc.21 Use real and invented language in pretend play situations. By the end of EY1, the child may only use simple real words during their play.	2CL.ESLc.33 Use real and invented simple words in pretend play situations.	3CL.ESLc.33 Use real and invented simple phrases in pretend play situations.

General reading skills

Reading and writing are interrelated aspects of communication and language which build on children's speaking and listening. Learning to read in English is not simply about reading English words. It is also about developing children's:

- pleasure in listening to texts in English
- understanding of texts heard in English
- using visual cues to support understanding of texts in English.

EY1 focuses on pre-reading skills. These include listening to texts being read aloud, developing some awareness of the conventions and purposes of the written text all around us and building enthusiasm for learning to read words and phrases from EY2.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Appreciating text	1CLc.22 Enjoy listening to different types of texts, responding to them through speech and action, for example, sharing a book with an adult and talking about the pictures and ideas. To support the child, read short, simple stories with lots of pictures and only a few words on each page. By the end of EY1, the child may only respond using actions and simple words.	2CL.ESLc.34 Enjoy listening to different types of short, simple texts that are accompanied by pictures, responding using simple words.	3CL.ESLc.34 Enjoy listening to different types of short, simple texts and respond by using simple words and phrases.
	1CLc.23 Handle books and other printed material with interest, including choosing favourite books with pictures, and looking at and commenting on pictures. To support the child, provide them with access to books in their home language and representing their culture as well as books in English to generate more interest. By the end of EY1, the child may only comment by pointing to part of a picture and using simple words or their home language.	2CL.ESLc.35 Handle books and other printed material with care and consideration, including choosing their favourite books with pictures, and looking at and commenting on pictures using simple words.	

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Making sense of text	1CLc.24 Behave like a reader when listening to stories and imitating reading of books, including: • holding a book the right way round • turning pages • showing the direction in which text is read by pretending to follow text with their finger (left to right and top to bottom in English) • showing that one spoken word corresponds with one written word by pretending to follow text with their finger. 1CLc.25 Play at reading, using picture cues and memory of words and phrases to join in with familiar words and phrases when listening to a story being read. To support the child, provide books with lots of pictures and only a few simple words on each page. By the end of EY1, the child may only join in with a few very familiar words.		
	1CLc.26 Use visual cues to recognise some familiar words, for example, their own first name, signs in the local environment.		
Showing understanding of text	1CLc.27 Show interest in text and images in printed material and in the	2CL.ESLc.36 Recognise the relationship between words or short simple phrases and images on the page or screen to	3CL.ESLc.35 Recognise the relationship between phrases, sentences and images on the page or screen to support

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
	environment, making connections with their own knowledge and experience. By the end of EY1, the child may only express connections using their home language, for example, explaining in their home language where they have seen an everyday logo before. 1CLc.28 Recognise that text and images in printed and digital texts are a way of sharing information, and that people read text for meaning, for example, by saying 'From the pictures, I think this page is telling us about pandas. Please would you read the words to me so I can find out more about pandas.' By the end of EY1, the child may only use their home language to show an understanding that text and images are a way of sharing information. 1CLc.29 Identify the contribution of visual elements in stories and non-fiction texts. To support the child, use short, simple stories and non-fiction texts with lots of pictures and only a few words on each page. By the end of EY1, the child may only repeat a word they have heard in the text whilst pointing to a matching image.	support meaning, for example, 'Happy elephant'.	meaning, for example, 'The stars are shining'.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Showing understanding of text (continued)	1CLc.30 Listen to and join in with stories and poems, one-to-one and in small groups, showing understanding of the progress of the content. To support the child, read short simple stories and poems with pictures. Re-read stories so that the child becomes familiar with the progress of the content over time. By the end of EY1, the child may only join in using actions, gestures and repeated simple words. 1CLc.31 Show an understanding of texts heard by responding to simple questions, for example, for stories, questions about characters, settings and events. To support the child, use short simple texts with pictures. Try to include questions that you can repeat at different points in a text and use in a similar way for different texts. By the end of EY1, the child may only respond by using actions, gestures and simple words, for example, in answer to 'Where is Jack?', the child may point to the character in the picture and say 'Jack'. 1CLc.32 Begin to identify how contexts and events in stories are the same as or different from real life.	2CL.ESLc.37 Listen to and join in with short simple stories and poems, showing an understanding by responding to questions using simple words.	3CL.ESLc.36 Listen to and join in with short simple stories and poems, showing an understanding by responding to questions using simple words and phrases.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Showing understanding of text (continued)	By the end of EY1, the child may only use their home language to express their comparisons with a story heard in English.		
	1CLc.33 Begin to retell a familiar story verbally, including some relevant information. To support the child, read short, simple stories with pictures multiple times to familiarise the child with them. Encourage them to use drawing, objects and actions to retell the story. By the end of EY1, the child may only retell stories using words replicated from the story to describe their drawing, objects and actions.	2CL.ESLc.38 Retell a short simple familiar story using drawing and simple words.	3CL.ESLc.37 Retell a short simple familiar story using drawing, simple phrases, and short sentences.

General writing skills

Reading and writing are interrelated aspects of communication and language which build on children's speaking and listening. Learning to write in English is not simply about acquiring handwriting and spelling skills. It is also about developing children's:

- pleasure in writing in English
- experiences of writing English during play and for meaningful purposes.

EY1 focuses on pre-writing skills. These include developing an understanding of text as a useful tool for recording and sharing information and ideas and building enthusiasm for learning to write conventionally from EY2.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Composing	1CLc.34 Incorporate writing as part of their role-play (e.g. messages, appointments, shopping lists), although not necessarily in the form of conventional letters. 1CLc.35 Ask questions about what people are doing as they observe them writing in the context of the school setting and at home, for example, 'Who are you writing to?', 'What are you writing?'. By the end of EY1, the child may only use their home language to ask questions that show their interest in writing. 1CLc.36 Access writing materials independently with the aim of writing a message although not necessarily in the form of conventional letters, for example, writing their first name on a painting. 1CLc.37 Speak a text for a purpose, observing an adult scribe it for them, for example, speaking text to display with a picture they have created. To support the child, use simple words to write their descriptions in English to display with their pictures. By the end of EY1, the child may only use their home language to describe a picture that they have created. The adult can then say and write a summary of their talk using simple words in English.	2CL.ESLc.39 Incorporate writing as part of their role-play (e.g. messages, appointments, shopping lists), in the form of pictures with simple words with some recognisable letters. 2CL.ESLc.40 Begin to apply simple grammatical structures to writing in their role-play, allowing for frequent, basic mistakes. 2CL.ESLc.41 Write simple words to give personal and factual information, for example, age, name.	3CL.ESLc.38 Incorporate writing as part of their role-play (e.g. messages, appointments, shopping lists), in the form of pictures with simple words and phrases. 3CL.ESLc.39 Apply some simple grammatical structures in their writing, including during play, allowing for frequent, basic mistakes. 3CL.ESLc.40 Write simple words and phrases to give personal and factual information, for example, family, hobbies.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Composing (continued)	1CLc.38 Use the language of writing to describe their efforts to write (e.g. 'I am writing.'), despite not necessarily using conventional text. By the end of EY1, the child may only use simple words to describe their writing. They may recognise differences between writing in English and their home language if the script is different, for example, pointing to their writing and saying 'English'.	2CL.ESLc.42 Attribute meaning to what they have written, including when meaning is not immediately clear to the reader, for example, 'This says "Daddy"!'.	

Literacy

Literacy builds on children's language and communication skills and covers phonics, handwriting and spelling which are interrelated aspects of reading and writing. Effective literacy development is based on three principles:

- using a progression of developmentally appropriate stages, leading gradually to the ability to read and write conventionally
- recognising the impact of literacy experiences in children's cultural and social environment on their motivation and understanding
- developing children's understanding of the purposes and functions of literacy, leading to increasing accuracy.

Phonics

Building phonic understanding – the relationship between sounds (phonemes) and how they are written (graphemes) – is a key element of literacy in English. Research shows that phonics can be particularly beneficial for children whose home language is not English (see [‘Phonics and Literacy instruction for young learners’](#)).

When teaching phonics, it is important to build on children's oral language in their home language, for example, identifying English sounds that might be more challenging for them because they are not present in their home language.

EY1 focuses on the pre-literacy skills of aural recognition of sounds and experimentation with sounds. This prepares children for the conventional reading skills they begin to learn in EY2.

The EY2 and EY3 learning statements provide a broad indication of the phonics skills expected at each stage. You will need systematic phonics and reading schemes to teach these learning statements. The following published resources provide guidance and activities for teaching phonics systematically which support the curriculum content:

- [Jolly Phonics](#)
- [Letterland](#)

You should integrate phonics teaching and learning activities carefully into your planning, ensuring that all of the learning statements for each stage of the curriculum are fully covered.

EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
The child is able to:	The child is able to:	The child is able to:
1CLI.01 Recognise rhyme in songs and poems, for example, join in with rhyming words in a familiar song, make up a new nonsense version of a rhyme by substituting different rhyming words. To support the child, use short, simple rhymes and songs. Repeat them multiple times to build confidence in joining in. By the end of EY1, the child may only show recognition of rhyme in familiar songs and poems by joining in with some rhyming words.	2CL.ESLI.01 Recognise rhyme in songs and poems, for example, joining in with rhyming words, using knowledge of sounds to say words (real or nonsense) that rhyme with others.	3CL.ESLI.01 Clap and count the syllables in different words.
	2CL.ESLI.02 Begin to recognise some common words on sight in a range of contexts.	3CL.ESLI.02 Recognise a range of common words on sight, including phonetically irregular words.
1CLI.02 Link some sounds (phonemes) to letters in familiar words, for example, the letters in their first name or the initial sound of a word in a familiar book. To support the child, use clear modelling to support correct pronunciation of letter sounds, especially when English sounds are unfamiliar in the child's home language.	2CL.ESLI.03 Recognise and pronounce the sounds (phonemes) of some individual letters.	3CL.ESLI.03 Recognise and pronounce the sounds (phonemes) of all individual letters and some combinations of letters.
1CLI.03 In songs and rhymes, sometimes recognise alliteration (when words begin with the same sound), for example, /fi/ve /f/at /f/ishes. To support the child, use simple familiar words from songs and rhymes. Repeatedly model accurate pronunciation of the initial sounds of the alliterative words for the child to replicate.		

EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
The child is able to:	The child is able to:	The child is able to:
By the end of EY1, the child may only say the initial sounds of some alliterative words correctly.		
1CLI.04 Begin to segment and blend some of the sounds they hear in simple regular spoken words, for example, saying ‘c-a-t, cat’.	2CL.ESLI.04 Explore and experiment with segmenting and blending some sounds (phonemes) to read simple familiar words, for example, the names of family members, common phonetically regular words with short vowels.	3CL.ESLI.04 Explore and experiment with segmenting and blending all sounds (phonemes) to read simple familiar words, for example, the names of family members, common phonetically regular words with short vowels.
1CLI.05 Begin to use knowledge of sounds (phonemes) to read simple rhyming strings once the first word is known (e.g. <i>pat, cat, sat, fat, hat</i>). To support the child, repeatedly model segmenting and blending for the child to replicate.	2CL.ESLI.05 Attempt to read some unfamiliar simple words with adult support, by attempting to identify, pronounce, segment and blend phonemes in individual words. 2CL.ESLI.06 Attempt to read simple words and short simple phrases in the context of longer texts, making use of a range of cues, including knowledge of the story or context and word/letter recognition, for example, ‘Cat on a mat’.	3CL.ESLI.05 Attempt to read unfamiliar simple words with adult support, by attempting to identify, pronounce, segment and blend phonemes in individual words. 3CL.ESLI.06 Attempt to read phrases and simple sentences making use of a range of cues, including knowledge of the story or context and simple grammar.

Handwriting and spelling

Learning to write conventionally is a process that develops gradually over a period of time, usually years. Children start experimenting with writing from a very early age and this is an important stage on the journey to using conventional letter–sound relationships. Although children’s early writing may not be conventional from the perspective of an adult, their marks should be valued and interpreted by considering the context and children’s oral descriptions of the information they are communicating through their marks. By supporting children appropriately in their early efforts to write, you will help them to become motivated and independent writers by the end of early years.

The learning statements below cover handwriting and spelling – two important tools for communicating clearly through writing. The learning statements build on the phonics learning statements, developing recognition of the relationship between sounds (phonemes) and how they are written (graphemes) to the formation of letters and words.

EY1 focuses on pre-literacy skills, including developing fine motor skills, hand–eye coordination and control, which prepare children for writing using conventional letters from EY2.

The EY2 and EY3 learning statements provide a broad indication of the handwriting and spelling skills expected at each stage. You will need systematic phonics and handwriting schemes to teach these learning statements. The following published resources provide guidance and activities for teaching phonics systematically which support the curriculum content:

- [Jolly Phonics](#)
- [Letterland](#)

The following published resource provides guidance and activities for teaching handwriting systematically:

- [Penpals for Handwriting](#)

You should integrate handwriting and spelling teaching and learning activities carefully into your planning, ensuring that all of the learning statements for each stage of the curriculum are fully covered.

EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
The child is able to:	The child is able to:	The child is able to:
1CLI.06 Recognise their first name in print and attempt to write it, for example, by copying one or more of the letters, by using a signature which resembles an approximation of their name using marks. 1CLI.07 Use some identifiable letters to communicate meaning, for example, letters related to their own name or those of other family members, such as <i>m</i> for mummy.	2CL.ESLI.07 Write all letters of the alphabet (lower-case and capitals), recognisable in the conventional sense. 2CL.ESLI.08 Write the initial sounds in different words they hear and say.	
1CLI.08 Engage in a wide range of activities to support the development of fine motor skills and hand–eye coordination, for example, threading beads, playing with sand and water, throwing and catching balls, painting. 1CLI.09 Develop control by making patterns with ribbons on sticks, fingers in the air or sand, paint brushes, crayons, and pencils. To support the child, focus on patterns that reinforce left to right progression, especially for children whose home language is not written from left to right. 1CLI.10 Form some letters, for example, using a finger in the air or sand, a paint brush, a crayon, a pencil. To support the child, focus on meaningful letters for the child (e.g. the first letter of their name) or, if appropriate, letters that are formed in a similar way in their home language.	2CL.ESLI.09 Use correct letter formation for some lower- and upper-case letters, understanding which letters belong to which handwriting <i>families</i> (i.e. letters that are formed in similar ways). 2CL.ESLI.10 Write words, and the letters within them, in a straight line from left to right.	3CL.ESLI.07 Use correct letter formation for all lower- and upper-case letters, understanding which letters belong to which handwriting <i>families</i> (i.e. letters that are formed in similar ways). 3CL.ESLI.08 Begin to use lower- and upper-case letters of regular size and shape and consistency of spacing between words.
1CLI.11 Distinguish between different sounds and letters, both heard and spoken.	2CL.ESLI.11 Begin to write letters and combinations of letters (graphemes) that correspond to sounds (phonemes).	3CL.ESLI.09 Use phonic knowledge to write simple regular words and make phonetically plausible attempts at irregular words.

EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
The child is able to:	The child is able to:	The child is able to:
	2CL.ESLI.12 Begin to use phonic knowledge to write simple regular words (e.g. <i>can</i> , <i>big</i>) and make phonetically plausible attempts at irregular words (e.g. <i>you</i> , <i>was</i>).	

Creative Expression

Creative expression is an important form of communication which enables children to express ideas either alongside words or with no words at all. As well as celebrating children's natural creativity, and enabling them to express their thoughts, feelings and personalities, it also provides children with another way of making sense of the world. Creative expression opens the doors of children's imagination, encouraging them to generate ideas, begin to review and refine them, and to develop further ideas. It brings together skills and cognitive processes from across the whole curriculum and builds on children's own experiences both in and out of school.

This curriculum area includes four areas of learning: art and design, music, dance and drama.

For more guidance on recommended teaching and learning approaches for Creative Expression, see 'Teaching and learning approaches' in the Teaching Support section of the School Support Hub.

Art and design

Art and design is not just about making. The art and design learning statements support children in experiencing and talking about art and design in all its many forms, and applying their perceptions, ideas and emotions to make their own art and design using a range of different media, material and tools. Design is included because almost everything that humans make has an intentional purpose alongside creative beauty; craft is also an important element, especially that of local craftspeople.

You should aim to use a wide range of stimuli and activities that together provide rich experiences of different media, materials and tools, and allow children to make choices about how to express their creativity.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Experiencing	1CEa.01 Explore visual and tactile qualities in the natural and made world, for example, help to make a 'feely wall' with surfaces that have different textures (e.g. rough, smooth, soft).	2CEa.01 Respond to natural, made and imaginary worlds through play and by making art and design, for example, visit a forest and then collaborate to paint or construct their own miniature forest.	3CEa.01 Gather, record and respond to experiences and visual information from natural and made sources, for example, make a collection of textures from outside surfaces using plasticine impressions and printing.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Experiencing (continued)	1CEa.02 Respond to still and moving images through imaginative ideas and play, for example, watch short video clips of different birds in flight and then make or decorate wings to wear on their arms.	2CEa.02 Respond to still and moving images individually and collaboratively through imaginative ideas and play, for example, individually look at photographs, illustrations and videos clips of the moon and then collaborate to create a pretend spacecraft for a visit to the moon.	3CEa.02 Discuss and respond to still and moving images to explore their own and others' imaginations and to stimulate thinking, communicating and making, for example, make a strip of drawings showing sequential events in a story.
	1CEa.03 Respond to examples of art and design, for example, look at and try on different kinds of footwear, deciding which they would choose and why.	2CEa.03 Find out about and respond to examples of art and design, including from the local and national context, for example, meet a local artist or craftsperson, discovering what they make and how they make it.	3CEa.03 Discover and respond to art and design from a range of sources, including those from different times and cultures, for example, make a collage of fabric designs from their own and a different culture based on images from the internet.
	1CEa.04 Play with different art and design tools and materials, for example, use sticks and other implements to change the surface of a flat piece of clay.	2CEa.04 Play with and learn how to use a selection of art and design tools and materials with greater control, for example, practise mixing three primary colours in different combinations.	3CEa.04 Explore how art and design is made through experiencing different media, materials, tools, technologies and processes, for example, look at and talk about how technologies are used to make pop-up mechanisms in books and toys.
Thinking and communicating	1CEa.05 Talk about visual and tactile qualities in the natural and made world with adults and peers, for example, have a colourful clothes day and discuss the colours and textures of the clothes worn.	2CEa.05 Talk about the visual and tactile qualities of items that they discover and play with, as a starting point for new ideas, for example, talk about the different patterns on the coats and skins of various animals before designing a pattern for an imaginary creature.	3CEa.05 Use verbal and visual communication to generate and develop ideas for creating art and design, for example, contribute ideas to a collaborative painting on the theme of flowers.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Thinking and communicating (continued)	1CEa.06 Talk about examples of art and design, for example, look at a painting and identify what they can see.	2CEa.06 Talk about and respond to examples of art and design, including from the local and national context, for example, talk about distinctive local buildings near the school (e.g. a place of worship, a domestic house, a shop) and how well their designs match their purpose.	3CEa.06 Begin to comment on their own and others' work, including to inform artistic next steps, for example, after a discussion of the art that everyone has made, decide how they could make improvements to their own work.
	1CEa.07 Talk about the content and purpose of their own art and design before, during and after the making process, for example, state their intentions for a painting and describe what the elements of their painting represent.	2CEa.07 Share their art and design with others and respond to others' work, for example, ask peers questions about what they have made and make suggestions about what they might try next.	3CEa.07 Celebrate their experiences by sharing, displaying and arranging their art and design, for example, take part in organising a class exhibition.
Making	1CEa.08 Make images and objects individually using a range of media, for example, drawings, paintings, junk models, digital photographs, videos.	2CEa.08 Make art and design individually using tools and materials for a purpose, for example, design and make a card to give to a family member on a special occasion.	3CEa.08 Use a range of media, materials, tools, technologies and processes to create art and design with increasing confidence, working individually and collaboratively, for example, learn and practice the skill of using clay coils to make a simple pot.
	1CEa.09 Begin to collaborate as they play to make drawings, paintings, objects, digital photographs and videos, for example, take photographs of each other making shapes with their bodies.	2CEa.09 Collaborate to make art and design, for example, make a display to welcome visitors to the setting.	3CEa.09 Begin to make individual and collaborative decisions about which media, materials, tools, technologies and processes to use for a purpose, for example, decide which tools and materials to use to make a piece of art inspired by the undersea world.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Making (continued)	1CEa.10 Practise using tools and media in increasingly controlled ways, for example, paint a rainbow in a succession of curved lines.	2CEa.10 Make some considered changes to their art and design, for example, add more detail to a model after talking about it with an adult or peer.	3CEa.10 Review and refine individual and collaborative work, including refining through experimentation, for example, identify one positive aspect and one aspect for development.

Music

The music learning statements develop children's musicality through listening to music, talking about it and, most importantly, exploring and making music with their voices and with conventional and improvised instruments. EY1 focuses on music making using voices and informal percussion (e.g. body parts), and formal percussion is introduced from EY2. However, the EY2 and EY3 learning statements are designed to be used flexibly with the formal percussion you have available. This might include percussion made using everyday materials such as shakers made using rice or pebbles in sealed plastic bottles, or drums made from covered tin cans.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Listening and responding	1CEm.01 Listen to and enjoy a range of music, including live singing by adults and peers in their home languages.	2CEm.01 Listen to and enjoy a wider range of live and recorded music, including from the local and national context.	3CEm.01 Listen to and enjoy a wider range of live and recorded music, including from different times and cultures.
	1CEm.02 Take part in a range of passive listening activities (e.g. listen to music while completing another activity) and active listening activities (e.g. match actions to songs).	2CEm.02 Engage in focused listening to music, for example, by sitting quietly or concentrating on joining in on time.	3CEm.02 Engage in focused listening to music and give feedback, for example, say why they think a piece is good and how it could be improved.
	1CEm.03 Recognise and respond to changes in music, for example, dynamics (<i>strong/soft</i>), tempo (<i>fast/slow</i>) and duration of notes (<i>long/short</i>).	2CEm.03 Recognise and respond to the pulse of different pieces of music with appropriate and coordinated movements.	3CEm.03 Recognise and respond to repeated sections in music (e.g. fast-slow-fast-slow), including anticipating changes (e.g. when the music is going to get faster or slower). 3CEm.04 Recognise sounds made by different instruments (e.g. tambourine, piano).

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Listening and responding (continued)	1CEm.04 Describe sounds using everyday language (e.g. <i>quiet</i> , <i>smooth</i>) or body movement (e.g. tremolo might be described as a 'wobble' or shown by shaking the body).	2CEm.04 Describe the dynamics (loudness), tempo (speed) and pitch of sounds, recognising the terms <i>strong/soft</i> , <i>fast/slow</i> and <i>high/low</i> as a spectrum. 2CEm.05 Relate sounds to visuals using reasoning and abstract thought, for example, associate loud, low-pitched sounds with big animals.	3CEm.05 Describe music, including the dynamics (loudness), tempo (speed) and pitch of sounds, and using the terms <i>rhythm</i> and <i>pulse</i> . 3CEm.06 Create and explain their own simple visual representations of sounds and short pieces of music, for example, a drawn line or shape that represents the music.
	1CEm.05 Begin to answer simple questions about a musical piece, for example, how it makes them feel.	2CEm.06 Ask and answer questions about musical pieces, for example, why some lyrics in a song are sung more slowly than others.	3CEm.07 Begin to explain reasons for changes in pieces of music, for example, sudden strong singing to represent a surprise in the lyrics.
	1CEm.06 Express musical preferences and communicate choices using sounds, gestures or words.	2CEm.07 Share musical choices and preferences.	3CEm.08 Discuss musical choices and preferences.
Making	1CEm.07 Incorporate making music in individual and group play activities, for example, take turns to sing while pretending to play instruments, choose to play with a musical toy or instrument. 1CEm.08 Take part in a range of musical activities, for example, make regular beats, join in with simple chants and songs in their home language and in English, including those with actions. 1CEm.09 Explore and talk about different instruments, how they are played and the sounds they make.	2CEm.08 Engage with a range of musical activities, for example, use percussion instruments, sing rhymes and songs in English and in their home language from memory.	3CEm.09 Engage with a range of solo and group musical activities, for example, sing different parts in call and response (conversational) songs, use percussion instruments to accompany singing or dancing.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Making (continued)	1CEm.10 Sing a range of notes that follow the melodic shape of a familiar song.	2CEm.09 Sing songs and rhymes in unison, pronouncing words clearly and with some accuracy of melodic shape.	3CEm.10 Sing songs with a range of starting notes within their vocal range, mostly maintaining accurate melodic shape, pulse and clear pronunciation, and beginning to match the pitch of others' voices.
	1CEm.11 Change singing according to different signals or instructions, for example, 'slow' or 'fast', 'strong' or 'soft'.	2CEm.10 Sing songs following a pulse and at different speeds, for example, fast or slow.	3CEm.11 Sing songs following a pulse and at different or changing speeds, for example, getting faster or slowing down.
		2CEm.11 Begin to maintain melodic shape and pulse when singing while tapping their body or playing an instrument to a steady pulse.	3CEm.12 Demonstrate an understanding of pulse and rhythm by tapping their body or clapping to the pulse or rhythm of a song.
	1CEm.12 Contribute with growing confidence to group activities when exploring musical ideas with others.	2CEm.12 Contribute positively and confidently to group activities, sharing musical ideas.	3CEm.13 Share musical ideas in a group and help to develop them, making changes to ideas based on feedback.
	1CEm.13 Provide sound effects and vocalisation ideas as part of a story, song, accompaniment or drama piece, either independently or with guidance.	2CEm.13 Provide and apply sound effects and other musical ideas independently to accompany a range of stimuli (e.g. story, song, drama), exploring musical elements such as different dynamics (loudness).	3CEm.14 Join in with and initiate sound effects and vocalisation ideas when listening to a familiar story or during play activities.
	1CEm.14 Explore musical ideas with guidance, using objects and body percussion, for example, replicate familiar sounds.	2CEm.14 Create their own musical ideas using instruments, objects and body percussion, for example, represent the variety of sounds made by water.	3CEm.15 Create and develop their own musical ideas, rhythms and melodies using various instruments, objects or body percussion.
	1CEm.15 Make adaptations to familiar songs, including making up alternative words.	2CEm.15 Improvise freely in structured activities, focusing on particular musical elements, for example, tempo (speed).	3CEm.16 Improvise independently, focusing on particular musical elements, for example, tempo (speed).

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Making (continued)	1CEm.16 Recognise the need to be responsible when making music, for example, avoid disturbing others with loud music making.	2CEm.16 Show consideration for others when making music, and handle and store instruments safely.	3CEm.17 Show consideration, care and safety in music activities, including transporting instruments safely, and using instruments and voice with care, recognising the need for vocal warm ups.

Dance

Dance helps to focus young children's natural instinct for experimentation with movement. It enables them to express themselves creatively by applying the movement skills they are developing through the Physical Development curriculum area and their developing musicality. It increases their awareness of their bodies and of the space around them, and supports development of both gross and fine motor skills, coordination and rhythm.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Awareness of body, space and time	1CEda.01 Show an awareness of how their body moves and the space around them.	2CEda.01 Use their body with increasing control and move around different spaces safely.	3CEda.01 Show balance, control and coordination, and make sensible judgements about how to use available space expressively and safely.
	1CEda.02 Explore making gross and fine motor movements to music, for example, draw simple shapes in the air with ribbons on sticks.	2CEda.02 Perform gross and fine motor movements in time and in sequence to music.	3CEda.02 Perform gross and fine motor movements that consider time, space and energy, for example, by thinking about how fast to move to get to a new location in four beats.
Exploring music through movement	1CEda.03 Respond to music by stopping and starting appropriately.	2CEda.03 Interpret music by moving in responsive ways, for example, movements to reflect happy, sad or relaxed music.	3CEda.03 Move in increasingly responsive and varied ways to different styles of music.
	1CEda.04 Change movement at vocal and musical signals, for example, up or down, fast or slow. 1CEda.05 Change movement to match different pieces of music based on the dynamics (loudness) and tempo (speed) of the music, for example, smaller movements for softer music.	2CEda.04 Change movements to match the dynamics (loudness), tempo (speed) and pitch of different sections of a piece of music. 2CEda.05 Work in small groups to share and develop creative dance ideas, for example, listen to a piece of music and represent the mood through movement.	3CEda.04 Create variations and patterns of movements to reflect changes in music. 3CEda.05 Work in groups to develop, practise and perform creative dance ideas, for example, represent a story or theme through movement.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Exploring music through movement (continued)	1CEda.06 Talk about their own and others' dance, for example, what they liked about it.	2CEda.06 Begin to give and receive supportive feedback (verbal and demonstrative), for example, how to improve a part of their own or others' dance.	3CEda.06 Give and receive feedback (verbal and demonstrative), beginning to refine dance ideas and performances based on feedback.
Using props	1CEda.07 Explore the use of different props (e.g. scarves, hula hoops) when dancing.	2CEda.07 Use various props safely and creatively when dancing.	3CEda.07 Engage with a range of props when dancing, using increased control and expression.

Drama

Drama builds on children's natural instincts to imitate the people and activities that they see around them. Opportunities to explore real-life roles and activities through role-play help children to develop a better understanding of their locality, society and the world around them. Opportunities to explore imaginary characters and worlds through role-play enable them to generate, develop and share creative ideas that are beyond real life.

Drama links closely to the Communication, Language and Literacy curriculum area. Drama encourages children to experiment with new ways to express themselves using both non-verbal and spoken language, including new language generated by observing and listening to others. Drama activities that explore characters and events in stories develop children's understanding of the stories they have listened to or read. Characters and narratives that children develop through imaginary play and role-play help to generate new ideas for children's spoken storytelling, and, later, written storytelling.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Exploring the real world through different roles	1CEdr.01 Use appropriate language and actions in their play to take on familiar roles, for example, the role of mother or stepfather.	2CEdr.01 Use appropriate language and actions in group activities to enact familiar real-life situations, for example, visiting the dentists' surgery.	3CEdr.01 Explore the work of people in the local community through role-play, for example, after visiting a fire station, work in a group to enact the role of a firefighter and those rescued.
	1CEdr.02 Represent familiar things and experiences using movements and sounds, for example, different types of animals, driving a scooter.	2CEdr.02 Represent familiar processes using a sequence of different movements and sounds, for example, a seed growing into a tree, getting dressed.	3CEdr.02 Represent feelings through facial expressions, body language and utterances, for example, represent 'surprised' in a game of <i>Guess how I'm feeling</i> .
Exploring imaginary worlds through different roles	1CEdr.03 Use appropriate language and actions in their play to take on imaginary roles (e.g. the superhero) and to begin to create stories around toys (e.g. a toy is lost and the other toys try to find it).	2CEdr.03 Explore a fantasy place or world of their own creation, introducing characters and some narrative into their play.	3CEdr.03 Plan and create their own imaginary scene or story as part of a group role-play.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Exploring imaginary worlds through different roles (continued)	1CEdr.04 Adapt their voice to represent different characters when joining in with, or retelling, a familiar story.	2CEdr.04 Begin to take on the role of a character through the way they speak and move to enact a scene from a familiar story as part of a group.	3CEdr.04 Represent some elements of a character's personality traits when taking on the role of a character to enact a scene or story as part of a group, for example, gestures, sayings.
Using props	1CEdr.05 Choose, make and use objects as props for different types of play.	2CEdr.05 Help to create and play in different role-play areas based on their own experiences, for example, supermarket, doctors' surgery.	3CEdr.05 Help to choose, make and use props and costumes for group role-play, activities, e.g. short plays, games.

Mathematics

Mathematics is all around us, but children need guidance in noticing and interpreting mathematics in their environment and in understanding the conventions in the language and representations we use to express mathematics.

As mathematical language and thinking can be abstract in nature, it is important to dedicate specific time to mathematical activities, whilst still linking mathematical learning to children's experiences in other curriculum areas and beyond the early years setting. It is especially important that children have lots of opportunities in early years for developing mathematics through exploration with practical resources and through talking about their observations and discoveries. This forms firm foundations for understanding how mathematics can be represented through pictures and numerals, and later for applying mathematics in more abstract ways through conventional mathematics symbols and notation.

This curriculum area includes three areas of learning: developing a sense of number, handling data, and shape, space and measure

Learning to think mathematically is an important skill that needs to be supported across all three areas of learning through a range of active learning activities that include:

- exploring different ideas to see if they work or not
- recognising and recreating patterns
- asking simple mathematical questions based on experiences
- giving a reason for an answer
- identifying characteristics and properties
- identifying similarities and differences in characteristics and properties, including through sorting
- beginning to evaluate strategies and answers
- beginning to identify a better approach or solution.

For more guidance on developing mathematical thinking and on other recommended teaching and learning approaches for Mathematics, see 'Teaching and learning approaches' in the Teaching Support section of the School Support Hub.

Developing a sense of number

Having a sense of number is much more than being able say the number names in order. For example, it also includes:

- understanding that we count to find out how many there are
- visualising numbers, including as collections of items and as part of a linear representation (e.g. a number track)
- recognising different representations of the same number, including composing and decomposing
- recognising number patterns and relationships
- knowing the conventions of writing numbers using numerals, and of number vocabulary.

For this reason, the focus number range for each stage in early years is limited. This enables children to gain a secure sense of number by the end of early years which will form a firm basis for future success in mathematics learning.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)											
	The child is able to:	The child is able to:	The child is able to:											
Counting	1Mn.01 Join in number rhymes and songs and refer to numbers in practical activities. 1Mn.02 Say the number names in order to at least ten. 1Mn.03 Recognise <i>zero</i> as none.	2Mn.01 Say the number names zero to at least ten, in order, forwards and backwards. 2Mn.02 Say which number comes before or after a specified number, within the range 0 to at least 10, including using the vocabulary <i>one more than</i> and <i>one less than</i>. 2Mn.03 Arrange in order a complete set of numerals from 0 to 10, for example, as a linear number track <table border="1"><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table> or circular arrangement (similar to a clock face) to use as a game board.	0	1	2	3	4	5	6	7	8	9	10	3Mn.01 Recognise and apply number patterns in whole numbers in the range 0 to at least 20, including: • counting on in 1s, 2s and 10s • counting back in 1s and 10s • recognising even and odd numbers as <i>every other number</i> when counting. 3Mn.02 Compare and order specified numbers in the range 0 to 20.
0	1	2	3	4	5	6	7	8	9	10				

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Counting (continued)	1Mn.04 Begin to use ordinal numbers from 1st to at least 3rd in practical contexts, for example, toys or people in a line, running races.	2Mn.04 Use ordinal numbers from 1st to 10th in practical contexts, for example, to talk about a sequence of events or activities.	3Mn.03 Recognise and use ordinal numbers from 1st to 10th, for example, 'What is the tiger's position in the line? ... Which toy is in front of the tiger? ... What is its position in the line?'.
	1Mn.05 Begin to find ways to determine whether two small collections contain the same number of items (objects or pictures), for example, compare the number of objects in two groups by physically matching items in one-to-one correspondence or by counting each collection and comparing the numbers. 1Mn.06 Count up to at least 5 items (objects or pictures) by saying one number name as they point to, touch or move each item, and knowing when to stop the count. 1Mn.07 Begin to count things that cannot be touched, for example, repeated actions or drum sounds made at regular intervals. 1Mn.08 Recognise small numbers of objects without counting, and familiar patterns, arrangements and representations of numbers up to at least 5, for example, dots on a standard 6-sided die, patterns of fingers, tally marks.	2Mn.05 Count up to at least 10 items (e.g. all the toy animals with two legs from a collection), including counting out or taking a specified number of objects from a larger collection. 2Mn.06 Count up to 10 things that cannot be touched, for example, bubbles, beads on a necklace someone is wearing, actions, sounds.	3Mn.04 Count up to at least 20 items (e.g. all of the 2D shapes in a collection with fewer than 5 sides); recognise that the number of counted objects remains the same when the objects are rearranged. 3Mn.05 Estimate the number of objects or people (up to 20), recognising the purpose of estimating (to get an idea of a number of objects without needing to count, e.g. knowing that there will more than enough apples in the box so that everyone in the room can have one).

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Counting (continued)	1Mn.09 Recognise that numbers can be represented as numerals, for example, recognise the purpose of numerals in everyday contexts (e.g. on a phone keypad, house number, age on a birthday cake), begin to associate some number names with their numerals. 1Mn.10 Represent numbers, for example, using fingers, making marks, drawing pictures or attempting to write numerals.	2Mn.07 Read and write numerals 0 to at least 10.	3Mn.06 Read and write numerals 0 to at least 20.
Regrouping, composing and decomposing	1Mn.11 Compare and describe collections of objects or pictures, and things that cannot be touched, using words such as <i>more</i> and <i>fewer</i>. 1Mn.12 Begin to use some vocabulary of addition and subtraction to describe practical situations, for example, describe pictures accompanying a subtraction number rhyme by saying 'One frog has gone.' or 'There are still some frogs left.'	2Mn.08 Compare two groups of items, recognising differences between unequal groups and saying how many <i>more</i> and <i>fewer</i> there are. 2Mn.09 Find one more or one fewer in practical contexts, for example, 'There are 8 grapes on the plate. If I ate one, how many will be left?'. 2Mn.10 Begin to add numbers (where the answer is from 0 to 10), recognising <i>addition</i> as combining groups to find a total. 2Mn.11 Begin to subtract numbers (in the range 0 to 10), recognising <i>subtraction</i> as taking objects away from a collection to find how many are left.	3Mn.07 Recognise counting on as an addition strategy and begin to recognise that counting on from the larger number is more efficient. 3Mn.08 Recognise counting back from the larger number, and finding the difference, as subtraction strategies. 3Mn.09 Add and subtract whole numbers (where the answer is from 0 to 20) and talk about their strategies. 3Mn.10 Recognise that estimating answers to additions and subtractions before calculating helps you to know whether your answer is sensible. 3Mn.11 Begin to use +, – and = symbols to record additions and subtractions.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Regrouping, composing and decomposing (continued)	1Mn.13 Describe numbers of items as part of a larger collection (up to 5 items), for example, 'I can see 5 beads. I can see 2 red beads and 3 blue beads.'.	2Mn.12 Find how many there are in two groups by combining and counting them.	3Mn.12 Recognise number pairs that total 10: $10 + 0 = 10$, $0 + 10 = 10$, $9 + 1 = 10$, $1 + 9 = 10$...
	1Mn.14 Explore different ways to group up to 5 objects, for example, 'Show me 5 fingers with 2 hands. Can you do it a different way?'.	2Mn.13 Explore different ways to group up to 10 items. 2Mn.14 Begin to notice which numbers of items can be placed in two equal groups.	3Mn.13 Regroup, compose and decompose numbers from 10 to 20, for example: • group 14 as 0 and 14, 1 and 13 ...; • recognise 1 ten and 4 ones as 14 • recognise 14 as 1 ten and 4 ones.
	1Mn.15 Begin to use the term <i>double</i> to describe familiar practical contexts, for example, when throwing two dice or playing with dominoes.	2Mn.15 Find doubles up to double 5 using practical resources. 2Mn.16 Begin to recognise, without counting, familiar patterns, arrangements and representations of numbers up to 10 (e.g. patterns of fingers, dominoes, tally marks, rectangular arrays), using understanding of composing and decomposing, for example, recognise the two groups of 5 on a double 5 domino as making 10.	3Mn.14 Recall doubles up to double 10.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Sharing	1Mn.16 Attempt to share collections of objects fairly between two or more people in practical contexts, using ‘dealing’ strategies (‘one for you, one for me, one for you ...’). 1Mn.17 Recognise in practical contexts that a whole object (e.g. a cake) can be shared fairly by cutting the object into equally sized parts.	2Mn.17 Begin to recognise that when sharing collections of objects or whole objects, the more people there are to share between, the fewer or less each person will get. 2Mn.18 Begin to use the language <i>half</i> and <i>quarter</i> in everyday contexts, recognising that one quarter is less than one half.	3Mn.15 Recognise that a half can be: • one of two equal parts of an object or shape • one of two equal parts of a collection of objects or quantity. 3Mn.16 Find, using practical resources, one half of any even number of objects up to 20. 3Mn.17 Visualise and show understanding that two halves can be combined to make one whole.
Money	1Mn.18 Handle money (real, pretend) in their play, recognising differences in colour, shape, size and mass.	2Mn.19 Show awareness of money in practical situations, for example, exchange items for numbered coins/notes in shop role-play.	3Mn.18 Recognise money used in local currency.

Handling data

Handling data relates to the collection, presentation and interpretation of information and provides a basis for future work on statistics. In early years, it:

- builds on children's natural instincts to sort their toys into groups, for example, by putting all of their cars together
- begins to develop the skills needed to answer questions that require information from more than one person
- moves children towards using representations that do not identify individuals, for example, in a pictogram of favourite fruits, a child whose favourite fruit is a banana is not identified by one particular banana picture in a pictogram.

Handling data should be integrated into counting activities across each stage of early years, rather than addressed separately, for example, using activities where children sort objects into groups and then count them. Sorting, and presenting and interpreting data in lists, tables and graphs, have applications across the curriculum. Sorting is particularly useful to support scientific thinking, and the development of skills in presenting and interpreting data supports the collection and recording of scientific observations and measurements from the end of early years.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Sorting	1Mh.01 Describe characteristics of an object, including those linked to counting, for example, 'The giraffe has four legs.', 'The bicycle has two wheels.' 1Mh.02 Take objects with the same characteristic from a collection (e.g. objects with the same colour) and talk about what they are doing.	2Mh.01 Identify and describe similarities and differences in the characteristics of objects including those linked to counting, for example, 'The dog has the same number of legs as the elephant.', 'The spider has more legs than the dog.' 2Mh.02 Sort objects into two or more groups each with a different characteristic (e.g. 'square' and 'not square' or 'square', 'circle' and 'triangle') and talk about their sorting.	3Mh.01 Sort items with similar characteristics into two or more groups, including using their own criteria and using Venn and Carroll diagrams; talk about their sorting, including identifying any items that do not fit into any of their groups. 3Mh.02 Begin to show awareness of when characteristics are mutually exclusive (e.g. an animal cannot be a cat and a dog) and when they are not (e.g. an object can be both blue and pink).

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)								
	The child is able to:	The child is able to:	The child is able to:								
Using data		2Mh.03 Begin to answer questions by representing data using ‘object graphs’, for example, use individuals’ shoes to create a graph of shoe sizes, use individuals’ choices of coloured building blocks to build towers for a graph of favourite colours. 2Mh.04 Begin to answer questions by recording, organising and representing data using pictures and in simple lists and tables, for example, by individuals recording their favourite fruit by placing a fruit picture next to their name in a list, and then organising the resulting data by recording individuals’ names in a simple table: <table border="1"> <tr> <td>Apple</td><td>Banana</td><td>Mango</td><td>Peach</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Apple	Banana	Mango	Peach					3Mh.03 Begin to recognise that you need to collect information to answer some questions, for example, ‘How do the children in our class travel to school?’. 3Mh.04 Record, organise and represent data using: • practical resources and drawings • lists and tables • block graphs and pictograms. 3Mh.05 Describe data, using familiar language, including <i>more</i>, <i>less</i>, <i>most</i> or <i>least</i>, to answer questions and discuss conclusions, for example, given four possible options, ‘Which book should we share today?’.
Apple	Banana	Mango	Peach								

Shape, space and measure

This area of learning provides opportunities for practical activities that relate mathematics to children's lives. Such everyday relationships mean that there are natural overlaps with other areas of the curriculum too, for example, in Understanding the World:

- applying measuring to explore plant growth
- exploring the movement of objects
- building a sense of time (past, present and future)
- describing and recording the locations of features in the immediate environment.

Mathematical language relating to this area of learning is sometimes used less mathematically in everyday life. To help avoid children developing misconceptions that may affect their future learning, you should aim to model accurate use of mathematical language, even when children don't currently understand the concepts behind it. Examples of this are modelling accurate use of the terms 'mass' and 'capacity', even though children may continue to use the terms 'weight' and 'volume' which they hear in everyday contexts. For your own reference:

- 'Mass' is the amount of material contained in an object (as measured using balances, and measured in grams, etc.) whereas 'weight' is the force exerted by gravity on an object (measured in newtons).
- 'Capacity' is the amount a container holds when full (although this will vary according to what children use to fill it, e.g. grains of rice, dried beans, cubes) whereas 'volume' is the amount of space taken up, for example, by water in a half-filled glass.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Shape	1Ms.01 Experiment with shapes and use everyday language to talk about them, including exploring which shapes roll, and using 2D shapes to create pictures and 3D shapes or packaging to create models. 1Ms.02 Talk about shapes in the environment, using everyday language when shape names are not known, for example, 'This flower looks like a star.'	2Ms.01 Experiment with and talk about shapes and patterns, including using 2D shape tiles to create pictures (with no overlaps or gaps), and creating symmetrical images (by paper folding or on screen). 2Ms.02 Use everyday language to talk about how 2D and 3D shapes are similar to and different from shapes in the environment, for example, 'It looks like a door.' (rectangle); 'It's not smooth like a ball.' (cube).	3Ms.01 Experiment with and talk about rotating shapes, including saying when a shape looks identical or different as it rotates. 3Ms.02 Identify, describe and sort 2D shapes by their properties, including number of sides and whether the sides are curved or straight. 3Ms.03 Identify, describe and sort 3D shapes by their properties, including number of faces, edges and whether faces are flat or curved.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Shape (continued)	1Ms.03 Show awareness of how shapes are similar, for example, find matching shapes, or match shapes to their outlines: 	2Ms.03 Identify shapes that are similar or different and describe how they are similar or different. 2Ms.04 Recognise some properties that help us to identify shape names, for example, number of sides but not colour. 2Ms.05 Use mathematical names for some common 2D and 3D shapes, for example, rectangle, circle, cube.	3Ms.04 Say whether a shape is 2D or 3D, and why, for example, 'A cube is 3D because it isn't flat like a square.'
Position, direction and movement	1Ms.04 Respond to and use simple language of position in everyday contexts, for example, 'Put the teddy <i>on</i> the shelf ... <i>in</i> the box ...<i>under</i> the chair.' 1Ms.05 Begin to arrange objects relative to their own view, for example, 'Put the ball <i>in front of</i> ...<i>behind</i> the tree.'	2Ms.06 Arrange a small collection of objects to match a simple plan (where pictures represent the objects), and talk about how their arrangement matches the plan, for example, saying 'The teddy picture is next to the car picture, so I'm putting my teddy next to my car.' 2Ms.07 Respond to and use simple language of direction in everyday contexts, for example, 'The see-saw goes <i>up</i> and <i>down</i>.'', 'The car moves <i>forwards</i> <i>across</i> the table.' 2Ms.08 Identify and talk about objects that move in a line (straight and curved) and things that rotate.	3Ms.05 Use language to describe position and direction, for example, <i>between</i>, <i>above</i>, <i>below</i>, <i>left</i>, <i>right</i>, <i>around</i>. 3Ms.06 Draw a plan of a simple arrangement of a small collection of objects (using pictures to represent the objects), and talk about how their plan matches their arrangement, for example, 'The doll is between the train and the teddy, so I've drawn my pictures in a line with the train first, then the doll and then the teddy.' 3Ms.07 Use language of direction to describe a route through the immediate environment, identifying suitable landmarks to support descriptions, for example, 'To get to the door, first I walk straight on. When I get to the bookcase, I turn right and then walk straight on.'

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Position, direction and movement (continued)			3Ms.08 Record a route through the immediate environment on a simple plan, for example, use a line, arrows or footprint symbols to record the route between two features in your setting.
Pattern	1Ms.06 Recognise and talk about patterns in the environment.	2Ms.09 Copy and create simple repeating patterns of repeating units (e.g. [red, blue]; [red, blue, yellow]; [red, blue, blue]; [red, blue, blue, yellow]) and say what would come next in the pattern.	3Ms.09 Use familiar language to describe sequences of items, including identifying errors in patterns of colour, shape or size, for example, 'It goes square, circle, triangle, square, circle, circle ... the last one is wrong, it should be a triangle.'
Measure	1Ms.07 Talk about length, mass and capacity in practical activities, using everyday language, including <i>long, tall, short, heavy, light, full, empty</i>. 1Ms.08 Begin to develop in their play an awareness of the relative lengths and masses of objects, and the relative capacities of containers, for example, assigning family roles to teddies according to their relative heights and assigning cups to each of the teddies according to their relative capacities.	2Ms.10 Compare length, mass and capacity of pairs of items by direct comparison (by lining up the items, using balance scales or pouring from one container to another). 2Ms.11 Describe comparisons of measures using familiar language, including <i>longer, thinner, shorter, taller, heavier, lighter, holds more, holds less</i>. 2Ms.12 Show awareness that the relative masses of objects and the relative capacities of containers are not always obvious by just looking at the object or container.	3Ms.10 Compare two or more lengths, masses and capacities using direct comparison and a range of different non-standard units, for example, for length, finger widths, cubes, paper clips, hands, whole rulers (not looking at scale), paces. 3Ms.11 Recognise that you need more smaller units than larger ones for the same measuring task, for example, an object might measure 20 fingers, but only 7 paper clips, in length. 3Ms.12 Choose appropriate non-standard units to measure, for example, paces for the length of a corridor rather than cups of water (inappropriate for length) or paperclips (too small). 3Ms.13 Use familiar language to describe comparisons of two or more lengths, masses or capacities, for example, <i>longer, longest, heavier, heaviest</i>.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Measure (continued)			3Ms.14 Begin to show awareness of features of measuring instruments with scales, for example, create a ruler for measuring in finger widths without having to use fingers, and talking about the place of zero and how divisions are numbered rather than the space between them.
	1Ms.09 Use appropriate language to express times of the day (e.g. morning, evening, lunch time) and to talk about the sequence of routine events across a day. 1Ms.10 Be aware of clocks and the passing of time in their play.	2Ms.13 Recall the days of the week and use appropriate language to express relationships between days and to sequence events, for example, <i>yesterday, today, tomorrow, on Monday</i> . 2Ms.14 Show awareness of the purpose of clocks, and of clock times (e.g. saying 'I go to bed at 7 o'clock'). 2Ms.15 Read most o'clock times on an analogue clock.	3Ms.15 Use units of time in everyday contexts, although not necessarily to express time durations, for example, 'My birthday happens once a year', 'I brush my teeth every day.' 3Ms.16 Recall the months of the year. 3Ms.17 Begin to read time to the hour and half hour from digital and analogue clocks, for example, know that 3:00 is read as 3 o'clock.

Personal, Social and Emotional Development

The early years are a critical period for the development of children's personal, social and emotional skills which form foundations for all future learning. This curriculum area is central to children's everyday and school lives. It underpins children's wellbeing and their attainment in all other areas of their learning. There are especially close links with the Communication, Language and Literacy curriculum area.

Together, the interrelated elements of this curriculum area:

- support children in managing their feelings and behaviours in order to manage their own progress towards goals (see also 'Teaching and learning approaches' in the Teaching Support section of the School Support Hub).
- shape children's ability to empathise, interact and build positive relationships with others, and work collaboratively
- build children's confidence and support them in taking responsibility for their own learning and physical wellbeing
- develop a sense of self-esteem and identity (closely linked to children's home experiences and home language) which shapes children's emotional, moral and spiritual wellbeing.

For more guidance on recommended teaching and learning approaches for Personal, Social and Emotional Development, see 'Teaching and learning approaches' in the Teaching Support section of the School Support Hub.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Developing self-regulation	1PS.01 Remember and carry out a simple instruction.	2PS.01 Remember and carry out two-stage instructions.	3PS.01 Remember and carry out a sequence of instructions and conditional instructions, for example, 'If your painting is finished, put it in the drying rack, clean your brushes in the sink and put the paint on the shelf. If your painting is not finished, leave it on your table and come and join me on the carpet.'
	1PS.02 Maintain attention on a task, but may become distracted before they have completed it.	2PS.02 Maintain attention on a task, but may become distracted if they think a task is too challenging.	3PS.02 Maintain attention on a task, refocusing their attention when distracted momentarily and switching their attention to a different aspect of a task if required.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Developing self-regulation (continued)	1PS.03 Begin to control their impulses, but may find it difficult to resist tempting opportunities or objects.	2PS.03 Control their impulses sometimes, including resisting tempting opportunities and planning ahead with support.	3PS.03 Control immediate impulses, beginning to think and plan ahead independently.
	1PS.04 Accept when they have made a mistake, but may not spontaneously ask for help and may repeat the same mistake again.	2PS.04 Try something different when they have made a mistake or something isn't working, and, if that doesn't work, asks for help spontaneously.	3PS.04 Display a range of problem-solving skills, including trying different strategies to complete a task and overcome errors or mistakes.
	1PS.05 Imitate a skill or strategy modelled by an adult or peer, but may require support to reproduce this skill or strategy on a future occasion.	2PS.05 Learn a skill or strategy and reproduce it consistently on future occasions when requested.	3PS.05 Apply skills, strategies or ideas they have learned to new tasks or situations independently. 3PS.06 Talk about the choices and decisions they make to do an activity.
	1PS.06 Reflect on their activities and experiences, saying what they liked and disliked.	2PS.06 Reflect on their activities and experiences, saying why they like some activities more than others, and talking about their achievements and challenges.	3PS.07 Join in with group discussion and debate about their activities and experiences, contributing relevant ideas and offering some explanation for their thinking.
	1PS.07 Do things simply because they bring them enjoyment, for example, taking an activity outdoors because they prefer being outdoors to being indoors.	2PS.07 Enjoy exploring new activities, both indoors and outdoors.	3PS.08 Display optimism when trying something new (including when it seems difficult), and motivation to improve; display resilience when they find things challenging and finish things they would prefer not to do.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Building relationships	1PS.08 Begin to form positive relationships with peers and familiar adults, using appropriate language to engage with them, for example, to start conversations, to initiate play.	2PS.08 Form positive relationships with peers and familiar adults, using appropriate language to engage with them, for example, asking questions, and listening and responding to answers, to continue conversations.	3PS.09 Build and maintain trusting relationships with a network of peers and adults, both at home and at school, showing appreciation and respect for others.
	1PS.09 Engage in group play experiences, including sharing new ideas (verbally or non-verbally) and keeping play going by responding to what others say or do. 1PS.10 Involve others in play, for example, inviting them to join in, suggesting a possible role for them.	2PS.09 Join in group activities, including taking on different roles, paying attention to what others say and responding constructively. 2PS.10 Begin to build strategies for resolving conflicts with others, for example, finding a compromise by sharing.	3PS.10 Work effectively as part of small and large groups towards a shared goal, including taking into account others' ideas about how to organise the activity and giving supportive feedback. 3PS.11 Be co-operative, showing sensitivity to others' needs and feelings, including by willingly taking turns with others and sharing space.
	1PS.11 Form friendships among their peers.	2PS.11 Maintain some friendships, gaining respect amongst their peers for their ideas and opinions.	3PS.12 Enjoy spending time with a best friend and/or a preferred group of friends.
Developing self-confidence	1PS.12 Take pride in carrying out a task, especially when asked to do so by an adult. 1PS.13 Select and use activities and resources with a clear purpose in mind.	2PS.12 Attempt new activities with confidence and begin to approach activities and problem-solving with some independence, sourcing the resources they need for their chosen activities.	3PS.13 Show an increasingly independent approach to activities and problem-solving, accessing a range of self-help strategies, including asking their peers for help, before asking an adult.
	1PS.14 Show confidence in asking adults for help when needed, for example, where to find a particular resource.	2PS.13 Recognise when they need help from those around them after persisting with a problem and attempting to work out a solution for themselves.	3PS.14 Say what they find easy or more challenging to do, identifying practical strategies for overcoming challenges.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Developing self-confidence (continued)	1PS.15 Talk freely to peers and familiar adults about their own home and community in a positive way, showing a sense of personal and cultural identity.	2PS.14 Talk confidently to peers and familiar adults, about themselves: their personal ideas and opinions, and their personal and cultural activities and interests.	3PS.15 Talk confidently to a range of people about themselves, including expressing their personal and cultural activities and interests to peers in a relatable way.
	1PS.16 Talk confidently to peers when playing in a group.	2PS.15 Talk confidently in a familiar group, sharing ideas freely.	3PS.16 Talk confidently to unfamiliar people in familiar social settings, including visitors to school.
Managing feelings and behaviour	1PS.17 Be aware of their own feelings and rights, describing these to an adult.	2PS.16 Talk about how they and others show their feelings, and about their own and others' behaviour and its consequences (positive and negative), recognising that some behaviour is unacceptable.	3PS.17 Discuss the positive and negative impact of behaviour on others, for example, the impact of being respectful or bullying.
	1PS.18 Show recognition that actions and words can affect others' feelings positively and negatively, for example, comforting a peer when they realise they have upset them.	2PS.17 Begin to solve problems amicably through negotiation, for example, when someone has taken a toy that they wanted to play with.	3PS.18 Think through their response to a given situation before taking action, for example, helping an upset peer rather than laughing at them in their distress.
	1PS.19 Accept that personal needs may not be met immediately, and that individual wishes may not always be met. 1PS.20 Begin to accept the needs of others, including by taking turns and sharing space and resources.	2PS.18 Talk about how to make situations fair, for example, each child having a set amount of time playing with a toy.	3PS.19 Think beyond themselves, for example, sharing in peers' joy and success, showing an understanding that whilst they are an individual, they are also part of a wider whole, including within the classroom and with the wider community.
	1PS.21 Begin to adapt their behaviour to the boundaries set in different social situations.	2PS.19 Adapt to the rules and behavioural expectations for different contexts.	3PS.20 Follow rules and make responsible decisions, adjusting their behaviour to different situations and take changes of routine in their stride.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Maintaining health and self-care	1PS.22 Recognise and communicate their bodily needs, for example, thirst, hunger, rest, physical activity.	2PS.20 Show an understanding of the need to drink water regularly and have a varied diet, although they may still need encouragement from an adult.	3PS.21 Drink water regularly, understanding the need for hydration.
	1PS.23 Recognise that eating certain foods, such as fruit, helps them to stay well. 1PS.24 Observe and comment on the effects of physical activity on their bodies, for example, 'I was running and now I feel hot ... my breath is faster.' 1PS.25 Recognise when they need to use the toilet and use the toilet mostly by themselves. 1PS.26 Manage handwashing and drying mostly by themselves. 1PS.27 Dress and undress with some adult help, for example, help with buttons or shoe fastenings.	2PS.21 Show some understanding of how physical activity, water, diet, sleep and hygiene help to maintain good health. 2PS.22 Show a positive attitude towards self-care and health, managing their own basic personal and hygiene needs independently, including using the toilet, handwashing and dressing/undressing.	3PS.22 Make personal food choices that include healthier options such as fruit and vegetables. 3PS.23 Show an understanding of the importance of daily physical activity and a balanced diet, and talk about ways that they keep healthy.
	1PS.28 Show some understanding of how to dress appropriately for the weather outside, for example, wearing a hat in the sun.	2PS.23 Practise some appropriate safety measures with minimal adult help, for example, putting on sunblock, washing fruit before eating it, moving around a space safely.	3PS.24 Offer some help and advice to others on how to manage their health and self-care, for example, getting water for a thirsty peer, helping a friend to put their coat on. 3PS.25 Show an understanding of the need for safety in new situations, and begin to manage risks to themselves and others, for example, when using new equipment or tools.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Developing responsibility and identity	1PS.29 Show an understanding of the difference between right and wrong, although they may need adult support to respond to the situation appropriately.	2PS.24 Self-regulate their emotions and behaviours in relation to their understanding of right and wrong, for example, not showing distress if they make a mistake or lose at a game.	3PS.26 Use past experiences to inform self-regulation of feelings and behaviours.
	1PS.30 Stop themselves from doing some things they would like to try, but know may have negative consequences, for example, taking a toy from a peer.	2PS.25 Settle quickly to an appropriate task and work on it independently.	3PS.27 Concentrate on a suitable activity for a relatively long period of time, working independently towards achievement of agreed goals.
	1PS.31 Begin to have a sense of the spiritual beliefs of their family and community, and enjoy talking about their experiences in this context.	2PS.26 Show an understanding of their own spirituality as part of development of their own sense of identity within the local community.	3PS.28 Show an understanding of spiritual and social traditions of their community, but also begin to develop a sense of global identity by showing respect for the similarities and differences between individuals within and beyond their community.

Physical Development

It is important, for both physical and mental health, that children lead active lives with regular exercise. This curriculum area builds on the physical development that occurs naturally during children's play. It promotes development of three categories of movement skills:

- locomotor skills for moving from place to place, for example, walking, running and jumping
- body control, for example, balancing, twisting, stretching
- object control, for example, catching, throwing, kicking.

Establishing enthusiasm for exercise in the early years lays the foundations of an active and healthy lifestyle for life. It is important that you promote enthusiasm by:

- providing many and varied opportunities for developing a wide range of movement skills
- using activities with motivating contexts, for example, activities that allow children to use their imaginations or link their movements to stories and music (including making connections with dance and drama learning statements in the Creative Expression curriculum area)
- ensuring that activities enable all children to be involved most of the time, for example, when playing simple team games, keeping teams small (no more than 5 players) to enable each child to participate more.

You also need to consider safety. Children may be placed in physically demanding situations when taking part in physical activities. It is your responsibility to ensure that:

- children are capable of taking part, with appropriate support if required
- children's health and safety is maintained at all times
- the necessary space and equipment are available and safe.

Although this curriculum area focuses more on gross motor skills, fine motor skills are equally important. They are addressed in context in related curriculum areas, for example, pencil grip in Communication, Language and Literacy, use of art and design tools in Creative Expression, getting dressed and undressed in Personal, Social and Emotional Development.

For more guidance on recommended teaching and learning approaches for Physical Development, see 'Teaching and learning approaches' in the Teaching Support section of the School Support Hub.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Moving well	1PD.01 Move freely and with pleasure and confidence in a range of ways, attempting many new large and small movement skills, including running smoothly and skilfully, with changes in speed.	2PD.01 Demonstrate increasing control over their bodies when making large and small movements, for example, jump onto or off an object, hop for longer on one foot.	3PD.01 Practise and become increasingly proficient at large and small movements, for example, skip, slide safely.
	1PD.02 Negotiate space successfully, adjusting speed and direction safely to avoid obstacles and respect others' personal space.	2PD.02 Negotiate space successfully and safely, showing increased agility, balance, coordination and spatial awareness, for example, change direction to avoid still and moving peers and objects, run at speed then stop with control.	3PD.02 Negotiate space effectively and in different ways, showing spatial awareness, control and coordination even when moving at different speeds and in different directions.
	1PD.03 Take part in activities that require a level of balance, for example, stand on one foot for a few seconds, walk along a line, stand on a low narrow beam.	2PD.03 Begin to show a higher level of balance, for example, balance on one foot for at least five seconds, walk the length of a narrow beam.	3PD.03 Show secure balance skills, for example, stand on one foot with closed eyes and arms out or down.
	1PD.04 Show some ball control, including catching, rolling, bouncing, throwing overarm and kicking a ball.	2PD.04 Show some control and coordination in using small and large equipment, including throwing, catching and bouncing a medium-sized ball, and beginning to use a bat and ball.	3PD.04 Show increased control, coordination and confidence in using a range of apparatus and equipment, for example, when playing simple bat and ball games.
	1PD.05 Explore large equipment, beginning to climb equipment confidently with support (e.g. ladders).	2PD.05 Engage in a range of activities that involve climbing with increased competence and confidence.	3PD.05 Show competence and confidence in activities that involve climbing, for example, climb trees safely.
	1PD.06 Walk up stairs by alternating their feet and come down using two feet to each step.	2PD.06 Walk confidently up and down stairs by alternating their feet.	3PD.06 Negotiate steps and stairs independently and confidently.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Moving well (continued)	1PD.07 Show some control when handling small objects and construction toys, for example, stacking a number of building blocks.	2PD.07 Manipulate small objects with control and improved hand–eye coordination, for example, building bridges with building blocks.	3PD.07 Manipulate tools and small objects with increased control and good hand–eye coordination, for example, sewing a felt animal together.
Understanding movement	1PD.08 Explore different ways of moving, including during play-based activities.	2PD.08 Explore different ways of moving that begin to demonstrate creativity. 2PD.09 Create their own movement patterns by repeating, linking and adapting simple movements, for example, hopping to red ‘lily pads’ and jumping with two feet onto the brown ‘mud’.	3PD.08 Explore a variety of movements and sequences of movements that demonstrate creativity and different levels of intensity. 3PD.09 Explore and discover ways of interacting with different situations and contexts through movement, including a range of apparatus and equipment, for example, obstacle courses using tunnels, benches and mats.
	1PD.09 Respond appropriately to movement instructions, including in imaginative contents, for example, ‘Stomp like an elephant.’, ‘Leap from rock to rock.’, ‘Twist to see if the pirate is chasing you.’.	2PD.10 Follow basic rules and sequences of simple movement instructions, including instructions containing simple directional language, for example, ‘Stretch up.’, ‘Crouch down.’.	3PD.10 Follow movement instructions and basic rules, including instructions that include <i>left</i> and <i>right</i> , for example ‘Jump left.’, ‘Side-step right.’. 3PD.11 Begin to use basic tactics, for example, in a team relay race being alert and ready to take their turn.
	1PD.10 Talk about their movements using everyday language, for example, <i>crawl</i> , <i>roll</i> .	2PD.11 Talk about their own and others’ movements using some activity-specific vocabulary, for example, <i>slither</i> , <i>shuffle</i> .	3PD.12 Describe their own and others’ movements using simple vocabulary related to actions, dynamics, space and relationships.
	1PD.11 Develop their own movement skills through practise and in response to guidance and praise.	2PD.12 Begin to recognise and talk about their own and others’ successes in movement activities and how to make improvements.	3PD.13 Use simple success criteria to evaluate their own and others’ movement activities in terms of successes and areas for improvement.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Taking part in movement activities	1PD.12 Take part in simple individual and cooperative movement activities, possibly being more willing to take part in some activities than others.	2PD.13 Take part willingly in individual, cooperative and competitive activities.	3PD.14 Take part willingly in individual, cooperative and competitive activities, including self-organised activities.
	1PD.13 Begin to show respect for others in group movement activities, including by taking turns.	2PD.14 Show respect for others in group movement activities and some understanding of different roles.	3PD.15 Begin to recognise what 'fair play' is in team or group movement activities, including by showing an understanding of players' roles in a range of small team activities.
	1PD.14 Experiment with physical play and new movement skills at home as well as school.	2PD.15 Talk about physical activities they take part in at home.	3PD.16 Begin to share ideas with peers for continuing physical activities at home.
	1PD.15 Show recognition that equipment and space need to be used safely by following safety rules. 1PD.16 Show some confidence to take risks and challenge themselves physically, for example, once they can balance on a low narrow beam, starting to take a few cautious steps along it.	2PD.16 Recognise the importance of their own and others' safety when tackling new movement challenges and equipment. 2PD.17 Manage some risks, practising some appropriate safety measures without direct supervision.	3PD.17 Show an understanding of how to keep themselves and others safe from harm before, during and after physical activities, including warming up and cooling down the body. 3PD.18 Recognise some limits of their own capacity, for example, identify when to stop ascending climbing equipment in order to descend independently and safely.

Understanding the World

From the moment we are born, we are making sense of the world around us through observation and experience. So, it is important to encourage children's natural curiosity, equipping them to reflect, question, explore and interact, and guiding their understanding of the world. This involves using a child's personal experiences, including their home experiences, as a basis for new learning.

This curriculum area includes three areas of learning: scientific thinking, digital technology, and people, time and place. There are many connections with everyday experiences and learning statements in other curriculum areas, providing lots of opportunities for holistic teaching and learning, and for making concepts meaningful to children. The concepts included in this curriculum area lays foundations for a range of different subjects in primary education and beyond, including science, digital literacy, computing and humanities.

For more guidance on recommended teaching and learning approaches for Understanding the World, see 'Teaching and learning approaches' in the Teaching Support section of the School Support Hub.

Scientific thinking

As well as supporting children in developing life-long curiosity about the natural world, this area of learning enables them to begin to seek explanations for the phenomena around them. Scientific thinking in early years should build on children's personal experiences and progress through guided observation of natural phenomena, laying the foundations for abstract experimentation in primary school and beyond. Providing children with a range of experiences in early years provides them with a bank of experiences that they can draw upon to support more complex scientific thinking and learning as they progress through school.

Learning to think scientifically is an important skill. It needs to be supported through a range of active learning activities that include:

- asking questions about the world around us and talking about how to find answers
- making predictions about what they think will happen based on experiences
- sorting and grouping objects, materials and living things based on observations of the similarities and differences between them
- observing and exploring, including using given resources appropriately and safely
- collecting and recording observations and/or measurements by annotating images and completing simple tables
- describing what happened and whether that matched predictions.

As part of scientific thinking, children should have opportunities to observe living things, including animals, in their natural environment. You should support your children in developing respect for living things. If animals are brought into your setting, you must ensure that any national, regional and school regulations are followed regarding animal welfare. In all circumstances, you must ensure that all animals have:

- a suitable environment, including being housed with, or apart from, other animals (as required for the species)
- a suitable diet
- the opportunity to exhibit normal behaviour patterns
- protection from pain, injury, suffering and disease.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Living things	1UWs.01 Explore and talk about a range of different plants in their local environment, for example, colour, size, smell. 1UWs.02 Use senses (sight, hearing, taste, smell and touch) to explore and talk about a range of edible parts of plants, for example, 'I hear a crunch when I bite the apple.'	2UWs.01 Explore and describe parts of plants (including edible parts such as apple, banana, potato, green bean, lettuce), for example, the shape, texture, pattern.	3UWs.01 Explore and describe similarities and differences in different types of plants, and edible parts of them, for example, comparing different types of beans. 3UWs.02 Recognise the roots, leaves, stems and flowers of familiar flowering plants.
	1UWs.03 Follow instructions to grow plants from seeds and talk about their observations as the plants grow.	2UWs.02 Grow and care for different plants, knowing that they need light and water to survive.	3UWs.03 Grow and care for different plants, exploring what makes a difference to how well a plant grows (e.g. not giving too much water, some plants only grow well in the sunniest spots in the garden).

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Living things (continued)	1UWs.04 Name some parts of their own bodies (e.g. hands, legs) and talk about what they are used for. 1UWs.05 Explore ways in which humans change as they get older (e.g. changes in height and the appearance of the face), for example, small groups create a height chart, marking each child's height at regular intervals across the year.	2UWs.03 Recognise and name the major external parts of the human body and their purposes. 2UWs.04 Explore the role of different body parts in different physical activities, for example, how using their body parts differently affects the speed of their running (e.g. longer strides, moving arms as well as legs). 2UWs.05 Identify the senses (sight, hearing, taste, smell and touch) and what they detect, linking the senses to the correct body parts, for example, explore how to use senses and body parts to predict what might be in a covered container. 2UWs.06 Begin to talk about what helps humans to grow, for example, a varied diet.	3UWs.04 Describe how humans are similar to and different from each other, for example, colour of eyes/hair/skin, size of arms/legs/feet/hands, hearing/visual/physical impairments.
	1UWs.06 Talk about the characteristics of different types of animals, for example, when observing insects and other small animals in the school grounds.	2UWs.07 Compare animals, identifying visual similarities and differences.	3UWs.05 Recognise that animals need air, water and suitable food to survive and grow. 3UWs.06 Identify living things and things that have never been alive, for example, sort a collection of images including animals, plants and a range of things that have never been alive (e.g. vehicles, computers, fire, toys).

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
What things are made of	1UWs.07 Handle and talk about a range of common natural and manufactured materials, for example, different papers, rocks and fabrics. 1UWs.08 Use everyday language to talk about common materials, for example, 'I can rip it.', 'I can see my face in it.'	2UWs.08 Explore and describe a range of common materials, using some appropriate language to describe their properties (e.g. 'It's shiny.') and how the materials can be manipulated by physical action (e.g. 'I can bend it.'). 2UWs.09 Begin to consider the properties of materials when choosing materials to make an object for a purpose, for example, when building an ideal home for a snail.	3UWs.07 Sort common materials, including wood, plastic, metal, glass, rock, paper and fabric. 3UWs.08 Recognise that all materials have a variety of properties, using appropriate language to describe a range of properties of common materials. 3UWs.09 Describe how materials can be changed by physical action, for example, stretching, compressing, bending, twisting.
		2UWs.10 Begin to recognise the difference between an object and a material, identifying the materials that some everyday objects are made from, for example, a wooden table, a plastic toy.	3UWs.10 Recognise the difference between an object and a material.
How things work	1UWs.09 Handle objects in their play that move in different ways and use everyday language to talk about the movement, for example, cars, trains, windmills.	2UWs.11 Explore and describe how familiar objects move, for example, <i>forwards, backwards, fast, slow, in a straight line, turns</i>.	3UWs.11 Explore and talk about how to make familiar objects move, including using the vocabulary <i>push</i> and <i>pull</i>. 3UWs.12 Describe pushes and pulls as <i>forces</i>.
	1UWs.10 Use everyday language to talk about what happens when objects are put in water, including <i>float</i> and <i>sink</i>.	2UWs.12 Explore what happens when different objects are put in water, sorting the objects into those that float and those that sink.	

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
How things work (continued)	1UWs.11 Recognise that some things need electricity to work, for example, electronic toys, digital devices. 1UWs.12 Recognise that electricity can be dangerous, and behave safely around it.	2UWs.13 Identify a range of everyday items at home and at school that require electricity to work.	
			3UWs.13 Explore and describe what happens when magnets approach and touch different materials.
Sound	1UWs.13 Explore making sounds in different ways, for example, tapping a surface, shaking beads in a container, humming.	2UWs.14 Listen to everyday sounds and identify similarities and differences between them.	3UWs.14 Identify different sources of sound. 3UWs.15 Discuss sound, recognising that as sound travels from a source it becomes quieter.
Earth and space			3UWs.16 Recognise that Earth is the planet on which we live. 3UWs.17 Recognise that Earth is mostly covered in water. 3UWs.18 Describe land as being made of rock and soil.
	1UWs.14 Talk about what they observe in the sky, for example, clouds, rainbows. 1UWs.15 Show understanding that it is dangerous to look at the Sun.	2UWs.15 Recognise the Sun, the Moon and stars in the sky, and talk about what they notice about them, for example, observe change in how the Moon looks across a month.	3UWs.19 Recognise the Sun as a source of heat and light. 3UWs.20 Recognise the Sun as one of many stars.

Digital technology

Children are growing up in an increasingly digital world and will encounter digital devices at home, school and in the community. They need to be equipped not only to use digital devices in a given way for a given purpose, but also to begin making choices about how to use digital devices efficiently and safely for different purposes. Children should not just see themselves as consumers of, for example, digital games – they also need opportunities that enable them to see digital technology as a tool for achieving their own outcomes.

As well as broadening their experiences of using digital devices, children also need opportunities to discover and talk about computing devices in the wider world. They need to understand that computers and the devices they control are not operated by magic or by another unseen human being! Children should also be given opportunities to explore inputting data into computers to begin to generate their own outputs.

When planning activities in this area of learning, you will need to consider the availability of digital technology in your context and individuals' differing experiences of digital technology at home.

For your information, below are definitions of two key terms used in learning statements in this learning area. Children do not need to understand the differences between the terms or use the terminology accurately:

- **digital device** – a personal computing device, e.g. laptop, tablet, mobile phone
- **computing device** – a device which responds to an input to control another device or action; it includes digital devices, but also other devices (e.g. devices that make open doors automatically, devices that control robots in factories)

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Using digital tools	1UWd.01 Switch on a digital device and log on, knowing that they may need to ask an adult to enter a password.	2UWd.01 Switch on a digital device and log on using a generic password.	3UWd.01 Switch on a digital device and log on using a personal password, and say why passwords are useful.
	1UWd.02 Explore using different digital devices and software, for example, explore using drawing software to create a picture of their choice.	2UWd.02 Explore using a wider range of software on digital devices, for example, with support, record themselves talking about a favourite activity. 2UWd.03 Explore and interact with on-screen items by pointing and clicking, tapping, dragging, dropping, scrolling and swiping.	3UWd.02 Open and save documents. 3UWd.03 Enter familiar words using a physical or digital keyboard, including using <i>Shift</i> and <i>Caps Lock</i> for capital letters. 3UWd.04 Use simple data-handling software to record, organise and represent data, for example, to create a block graph from a table of class data.
eSafety and wellbeing	1UWd.03 Ask for permission before using a digital device. 1UWd.04 Ask for help when they encounter problems or unexpected behaviour when using a digital device.	2UWd.04 Recognise that digital devices should be used only for short periods of time. 2UWd.05 Handle digital devices with care and consideration for others.	3UWd.05 Recognise that online content may be available to everyone connected to the internet, so they should tell an adult if any online content makes them feel unsafe or uncomfortable.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
The digital world	1UWd.05 Talk about using different digital devices, including using some appropriate vocabulary (e.g. <i>screen, camera, tablet</i>).	2UWd.06 Identify and name components of different digital devices, including <i>keyboard, mouse, screen, touch pad, headphones, speaker, camera</i> and <i>microphone</i>. 2UWd.07 Talk about digital devices, programs and software while they are exploring them, including beginning to describe how they are using them and why, for example, by saying, 'When I tap the word, it says the word' or 'I am taking a photograph to show my mum.' 2UWd.08 Identify and talk about devices that need power cables and wires, and devices that do not need them.	3UWd.06 Identify and talk about different computing devices at home, school and in the community, including how they work and what they are used for, for example, saying, 'I tap to start recording and tap again to stop recording' or 'The shop doors open when I go near, so I don't have to push'. 3UWd.07 Identify content that cannot be accessed when the internet is not available. 3UWd.08 Recognise that online content is presented on interconnected websites and pages.
Computational thinking	1UWd.06 Follow steps in simple verbal or pictorial instructions for everyday tasks. 1UWd.07 Identify an error in a verbal or pictorial representation of an everyday event or task, for example, an event that is out of order or a missing step for a task.	2UWd.09 Order instructions for completing an everyday task. 2UWd.10 Suggest instructions for a simple task, for example, to draw a picture of a particular object or to build a brick tower. 2UWd.11 Explore and talk about programmable toys freely in play, including how to make a programmable toy start to move.	3UWd.09 Suggest ways that instructions can be changed or corrected to affect the outcome. 3UWd.10 Explore creating simple ordered instructions as simple code for programmable toys and on-screen characters, including using directions (forwards, backwards, left, right) to navigate a path, and talking about predictions and results.

People, time and place

A natural part of children's development is working out how they fit into the world's society, chronology and environment, and broadening their outlook from the personal to the local to the national and beyond. This area of learning guides and supports that development and sets children on their journey to becoming global citizens. The concepts focus initially on children's home experiences, gradually progressing to consideration of other familiar contexts and then wider contexts.

When discussing home experiences, it is important that you consider individual circumstances and sensitivities, for example, differences in who children see as their immediate family, and children not feeling comfortable talking about relatives who are ill or who have died.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
People	1UWp.01 Talk about members of their immediate family, for example, the family members they live with.	2UWp.01 Begin to recognise some relationships in their close family, for example, 'Grandma is Mum's mum'.	3UWp.01 Recognise similarities and differences in people's family members, experiences and beliefs.
	1UWp.02 Talk about what they like to do with immediate family members, beginning to talk about how the likes of immediate family members are similar to and different from their own.	2UWp.02 Talk about how the likes and dislikes of members of their close family, their wider family and their peers are similar to and different from their own, and how they do things in similar and different ways.	3UWp.02 Talk positively about people's family members, experiences and beliefs, even when they are different from their own.
	1UWp.03 Show a sense of belonging to their family.	2UWp.03 Show a sense of belonging to the school community.	3UWp.03 Show a sense of belonging to more than one community, for example, school, local community, religious community.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Time	1UWp.04 Show an understanding of the past and present within a day, for example, talking about things they have done and are doing in their day.	2UWp.04 Show an understanding of the past, present and future in and beyond a day, for example, talking about things they have done, are doing and will do in their week. 2UWp.05 Sequence personal activities and family events across the day or week, for example, the activities involved in getting ready for school or visits to wider family.	3UWp.04 Show an understanding of the past, the present and the future across their lives, for example, talking about things they did when they were younger and what they would like to be when they grow up. 3UWp.05 Sequence key events across the year or across their life, for example, personal events, family events, local historical events.
	1UWp.05 Show some understanding of observable change over time, for example, day and night, their physical growth. 1UWp.06 Show some understanding of the more distant past in their play, for example, when handling old or old-fashioned objects.	2UWp.06 Recognise that all adults were once babies and children, and show some awareness that adults' childhood experiences may have been different from their own.	3UWp.06 Begin to show an understanding of how childhood was the same or different for older members of their family, for example, parents, grandparents.
			3UWp.07 Recognise that actions or events can cause change, for example, a change in weather might affect outdoor plans.

	EY1 (ages 3 to 4)	EY2 (ages 4 to 5)	EY3 (ages 5 to 6)
	The child is able to:	The child is able to:	The child is able to:
Place	1UWp.07 Talk about immediate indoor and outdoor environments (e.g. garden, playground). 1UWp.08 Express curiosity and interest when exploring familiar and new environments. 1UWp.09 Begin to talk about things that are in a familiar, but not immediate, environment, for example, talking about things at home whilst they are at school.	2UWp.07 Use everyday language to describe immediate and familiar indoor and outdoor environments, including those beyond the home and school, for example, a local building of interest, the local park. 2UWp.08 Describe some similarities and differences between two familiar environments.	3UWp.08 Begin to use common geographical terms to describe immediate or familiar outdoor environments, for example, <i>road, river, forest, sea, field</i>. 3UWp.09 Recognise that symbols on plans can be used to represent landmarks in outdoor environments. 3UWp.10 Draw simple plans (with symbols), for example, to represent immediate indoor or outdoor environments, or a class model of a village.
	1UWp.10 Show awareness of the need to look after their immediate indoor environment, for example, by helping to keep the classroom clean and tidy.	2UWp.09 Show some awareness of the need to look after outdoor environments, for example, putting litter in the bin.	3UWp.11 Begin to describe some ways to look after the environment, including showing some awareness of other parts of the country and of the world.

6. Learning statements by stage

Separate learning statements are provided for each curriculum area for three early years stages: EY1, EY2 and EY3. The learning statements represent the expectations for most children's knowledge, understanding and skills by the end of the stage. They are designed to be used as the basis for teaching and learning, and also for assessing each child's progress within and across the stages.

This section complements **Section 5: Learning statements by curriculum area** by presenting the same learning statements stage by stage: EY1 (ages 3 to 4), EY2 (ages 4 to 5) and EY3 (ages 5 to 6). This will help you to more easily make links between curriculum areas within your stage and plan holistically.

EY1

Communication, Language and Literacy for English as a First Language

Communication and Language: Speaking and listening

Listening and attention

- **1CLc.01** Listen and respond appropriately in everyday situations, although not necessarily immediately.
- **1CLc.02** Listen to others when conversations and discussions interest them.
- **1CLc.03** Experiment with the language that they hear, using more diverse and complex words, and replicating the intonation of adults.
- **1CLc.04** Recognise everyday sounds at home and at school (e.g. an aeroplane flying overhead), commenting on what they hear.
- **1CLc.05** Enjoy and begin to listen attentively to stories, to show appreciation of spoken language that does not include rhythm and rhyme (prose).
- **1CLc.06** Enjoy and respond to the words of rhymes and songs, for example, joining in with repeated elements, doing actions, singing favourite songs out loud as they play.

Understanding spoken text

- **1CLc.07** Show understanding of specific instructions by responding appropriately, for example, instructions to get a toy or to put away a resource.
- **1CLc.08** Respond appropriately to simple questions about familiar contexts, for example, 'What can we use to cut paper?'.
- **1CLc.09** Show understanding of *how* and *why* questions and sometimes offer an appropriate answer.
- **1CLc.10** Read the body language of others and begin to respond appropriately, for example, both recognising that a peer wants to play too and letting the peer join in.
- **1CLc.11** Use appropriate language to describe the main characters, settings and events in stories.
- **1CLc.12** Question how and why things happen.
- **1CLc.13** Offer explanations for why things happen derived from their own experience.
- **1CLc.14** Explore the meanings of new words that they encounter in their play.

Speaking

- **1CLc.15** Make themselves understood in everyday situations.
- **1CLc.16** Use simple statements and questions in conversations.
- **1CLc.17** Talk about self and everyday events with familiar people, including past and present events.
- **1CLc.18** Use a range of appropriate vocabulary to describe objects and people that are of particular importance to them, to describe their experiences and to express ideas.
- **1CLc.19** Use intonation to make their meaning clear, for example, to differentiate between statements and questions.
- **1CLc.20** Begin to use non-verbal communication, in addition to verbal language, to help get their message across.
- **1CLc.21** Use real and invented language in pretend play situations.

Communication and Language: General reading skills

Appreciating text

- **1CLc.22** Enjoy listening to different types of texts, responding to them through speech and action, for example, sharing a book with an adult and talking about the pictures and ideas.
- **1CLc.23** Handle books and other printed material with interest, including choosing favourite books with pictures, and looking at and commenting on pictures.

Making sense of text

- **1CLc.24** Behave like a reader when listening to stories and imitating reading of books, including:
 - holding a book the right way round
 - turning pages
 - showing the direction in which text is read by pretending to follow text with their finger (left to right and top to bottom in English)
 - showing that one spoken word corresponds with one written word by pretending to follow text with their finger.
- **1CLc.25** Play at reading, using picture cues and memory of words and phrases to join in with familiar words and phrases when listening to a story being read.
- **1CLc.26** Use visual cues to recognise some familiar words, for example, their own first name, signs in the local environment.

Showing understanding of text

- **1CLc.27** Show interest in text and images in printed material and in the environment, making connections with their own knowledge and experience.
- **1CLc.28** Recognise that text and images in printed and digital texts are a way of sharing information, and that people read text for meaning, for example, by saying 'From the pictures, I think this page is telling us about pandas. Please would you read the words to me so I can find out more about pandas.'
- **1CLc.29** Identify the contribution of visual elements in stories and non-fiction texts.
- **1CLc.30** Listen to and join in with stories and poems, one-to-one and in small groups, showing understanding of the progress of the content.
- **1CLc.31** Show an understanding of texts heard by responding to simple questions, for example, for stories, questions about characters, settings and events.
- **1CLc.32** Begin to identify how contexts and events in stories are the same as or different from real life.
- **1CLc.33** Begin to retell a familiar story verbally, including some relevant information.

Communication and Language: General writing skills

Composing

- **1CLc.34** Incorporate writing as part of their role-play (e.g. messages, appointments, shopping lists), although not necessarily in the form of conventional letters.
- **1CLc.35** Ask questions about what people are doing as they observe them writing in the context of the school setting and at home, for example, 'Who are you writing to?', 'What are you writing?'.
- **1CLc.36** Access writing materials independently with the aim of writing a message although not necessarily in the form of conventional letters, for example, writing their first name on a painting.

- **1CLc.37** Speak a text for a purpose, observing an adult scribe it for them, for example, speaking text to display with a picture they have created.
- **1CLc.38** Use the language of writing to describe their efforts to write (e.g. 'I am writing.'), despite not necessarily using conventional text.

Literacy: Phonics

- **1CLI.01** Recognise rhyme in songs and poems, for example, join in with rhyming words in a familiar song, make up a new nonsense version of a rhyme by substituting different rhyming words.
- **1CLI.02** Link some sounds (phonemes) to letters in familiar words, for example, the letters in their first name or the initial sound of a word in a familiar book.
- **1CLI.03** In songs and rhymes, sometimes recognise alliteration (when words begin with the same sound), for example, /fi/ve /f/at /f/ishes.
- **1CLI.04** Begin to segment and blend some of the sounds they hear in simple regular spoken words, for example, saying 'c-a-t, cat'.
- **1CLI.05** Begin to use knowledge of sounds (phonemes) to read simple rhyming strings once the first word is known (e.g. *pat, cat, sat, fat, hat*).

Literacy: Handwriting and spelling

- **1CLI.06** Recognise their first name in print and attempt to write it, for example, by copying one or more of the letters, by using a signature which resembles an approximation of their name using marks.
- **1CLI.07** Use some identifiable letters to communicate meaning, for example, letters related to their own name or those of other family members, such as *m* for mummy.
- **1CLI.08** Engage in a wide range of activities to support the development of fine motor skills and hand–eye coordination, for example, threading beads, playing with sand and water, throwing and catching balls, painting.
- **1CLI.09** Develop control by making patterns with ribbons on sticks, fingers in the air or sand, paint brushes, crayons, and pencils.
- **1CLI.10** Form some letters, for example, using a finger in the air or sand, a paint brush, a crayon, a pencil.
- **1CLI.11** Distinguish between different sounds and letters, both heard and spoken.

Communication, Language and Literacy for English as a Second Language

Communication and Language: Speaking and listening

Listening and attention

- **1CLc.01** Listen and respond appropriately in everyday situations, although not necessarily immediately.
- **1CLc.02** Listen to others when conversations and discussions interest them.
To support the child, accompany routine talk with gestures and actions, and initiate simple conversations regularly as they play.
By the end of EY1, the child may only respond using gestures, actions and a small range of simple words, for example, waving in response to 'Goodbye' at the end of the day, or responding to the question 'Are you cold?' (accompanied by shivering), by saying 'Yes'.
- **1CLc.03** Experiment with the language that they hear, using more diverse and complex words, and replicating the intonation of adults.
To support the child, use simple sounds, words and rhythms and help to convey the meaning of new words using gestures and pictures.
By the end of EY1, the child may only be experimenting with a small range of sounds, words and rhythms. Their acquisition of English sounds may still be emerging.
- **1CLc.04** Recognise everyday sounds at home and at school (e.g. an aeroplane flying overhead), commenting on what they hear.
By the end of EY1, the child may only react to sounds through gestures, expressions in their home language or simple words in English, for example, pointing and saying the word 'plane' when they hear an aeroplane.
- **1CLc.05** Enjoy and begin to listen attentively to stories, to show appreciation of spoken language that does not include rhythm and rhyme (prose).
To support the child, read short, simple stories accompanied by pictures, actions and puppets to engage them in the story and help them to follow it.
By the end of EY1, the child may only enjoy listening to stories when they can build understanding of the text by being actively engaged, for example, by doing actions while saying particular words.
- **1CLc.06** Enjoy and respond to the words of rhymes and songs, for example, joining in with repeated elements, doing actions, singing favourite songs out loud as they play.
To support the child, use short, simple rhymes and songs accompanied by pictures or actions.
By the end of EY1, the child may only respond using actions, for example, tapping when they hear a specific sound or word, or joining in with repeated sounds and words.

Understanding spoken text

- **1CLc.07** Show understanding of specific instructions by responding appropriately, for example, instructions to get a toy or to put away a resource.
To support the child, accompany instructions with gestures and actions.
By the end of EY1, the child may only respond appropriately to routine single-word instructions.
- **1CLc.08** Respond appropriately to simple questions about familiar contexts, for example, 'What can we use to cut paper?'.
To support the child, ask short, simple questions about familiar contexts accompanied by gestures, pictures, or puppets, for example, say 'My name is Mary' (and point to yourself). Ask 'What is your name?'.
By the end of EY1, the child may only respond using gestures, actions or simple words.

- **1CLc.09** Show understanding of *how* and *why* questions and sometimes offer an appropriate answer.
To support the child, ask short, simple *how* and *why* questions accompanied by pictures and gestures, for example, shrugging shoulders to ask ‘why?’.
By the end of EY1, the child may understand *how* and *why* questions in English but only respond using their home language.
- **1CLc.10** Read the body language of others and begin to respond appropriately, for example, both recognising that a peer wants to play too and letting the peer join in.
To support the child, regularly use gestures, actions, or facial expressions to indicate what you want or how you feel.
By the end of EY1, the child may only respond to body language using gestures and actions.
- **1CLc.11** Use appropriate language to describe the main characters, settings and events in stories.
To support the child, read short, simple stories accompanied by pictures and actions. Emphasise key descriptive language as you read.
By the end of EY1, the child may only use single description words, especially words repeated throughout the story, for example, pointing to an illustration of Little Red Riding Hood and describing her as ‘girl’ or ‘red’.
- **1CLc.12** Question how and why things happen.
To support the child, provide play opportunities that prompt them to ask ‘Why?’ or ‘How?’, for example, provide unfamiliar toys and games that the child does not know how to use.
By the end of EY1, the child may only use *how* and *why* question words in isolation, for example, when asked to tidy up, they may ask ‘Why?’.
- **1CLc.13** Offer explanations for why things happen derived from their own experience.
By the end of EY1, the child may only respond to *why* questions posed in English in their home language. (This learning statement requires communication of critical thinking, which can be challenging.)
- **1CLc.14** Explore the meanings of new words that they encounter in their play.
To support the child, repeat words related to their play accompanied by gestures and actions.
By the end of EY1, the child may only show an understanding of words repeated and demonstrated multiple times.

Speaking

- **1CLc.15** Make themselves understood in everyday situations.
To support the child, use simple routines to support communication and confidence, for example, greetings and farewells.
By the end of EY1, the child may only use simple words accompanied by gestures and actions.
- **1CLc.16** Use simple statements and questions in conversations.
To support the child, use simple play and everyday situations as context for statements and questions.
By the end of EY1, the child may only replicate and use short, simple statements, for example, ‘It is a book’. They may use single question words in familiar situations, for example, ‘Who?’, ‘Why?’.
- **1CLc.17** Talk about self and everyday events with familiar people, including past and present events.
To support the child, use modelling to support them in talking about themselves, for example, say ‘I am Tom. I am a teacher. You?’.
By the end of EY1, the child may only talk about themselves using simple rehearsed words and phrases, for example, ‘I am Anna’.

- **1CLc.18** Use a range of appropriate vocabulary to describe objects and people that are of particular importance to them, to describe their experiences and to express ideas.
To support the child, model using simple words to describe pictures to support their descriptions of people and objects. Also, model using simple language of position to describe people and objects (e.g. *on, in*).
By the end of EY1, the child may only describe people and objects using gestures and single words (e.g. *red, tall, soft*).
- **1CLc.19** Use intonation to make their meaning clear, for example, to differentiate between statements and questions.
To support the child, use short, simple statements and questions in play contexts to model the difference in intonation.
By the end of EY1, the child may only be beginning to differentiate and replicate intonation for statements and questions. They may experiment with intonation of words, for example, 'Oh no!', 'Oh my!', 'Wow!', to convey feelings.
- **1CLc.20** Begin to use non-verbal communication, in addition to verbal language, to help get their message across.
- **1CLc.21** Use real and invented language in pretend play situations.
By the end of EY1, the child may only use simple real words during their play.

Communication and Language: General reading skills

Appreciating text

- **1CLc.22** Enjoy listening to different types of texts, responding to them through speech and action, for example, sharing a book with an adult and talking about the pictures and ideas.
To support the child, read short, simple stories with lots of pictures and only a few words on each page.
By the end of EY1, the child may only respond using actions and simple words.
- **1CLc.23** Handle books and other printed material with interest, including choosing favourite books with pictures, and looking at and commenting on pictures.
To support the child, provide them with access to books in their home language and representing their culture as well as books in English to generate more interest.
By the end of EY1, the child may only comment by pointing to part of a picture and using simple words or their home language.

Making sense of text

- **1CLc.24** Behave like a reader when listening to stories and imitating reading of books, including:
 - holding a book the right way round
 - turning pages
 - showing the direction in which text is read by pretending to follow text with their finger (left to right and top to bottom in English)
 - showing that one spoken word corresponds with one written word by pretending to follow text with their finger.
- **1CLc.25** Play at reading, using picture cues and memory of words and phrases to join in with familiar words and phrases when listening to a story being read.
- **To support the child,** provide books with lots of pictures and only a few simple words on each page.
By the end of EY1, the child may only join in with a few very familiar words.
- **1CLc.26** Use visual cues to recognise some familiar words, for example, their own first name, signs in the local environment.

Showing understanding of text

- **1CLc.27** Show interest in text and images in printed material and in the environment, making connections with their own knowledge and experience.
By the end of EY1, the child may only express connections using their home language, for example, explaining in their home language where they have seen an everyday logo before.
- **1CLc.28** Recognise that text and images in printed and digital texts are a way of sharing information, and that people read text for meaning, for example, by saying 'From the pictures, I think this page is telling us about pandas. Please would you read the words to me so I can find out more about pandas.'
By the end of EY1, the child may only use their home language to show an understanding that text and images are a way of sharing information.
- **1CLc.29** Identify the contribution of visual elements in stories and non-fiction texts.
To support the child, use short, simple stories and non-fiction texts with lots of pictures and only a few words on each page.
By the end of EY1, the child may only repeat a word they have heard in the text whilst pointing to a matching image.
- **1CLc.30** Listen to and join in with stories and poems, one-to-one and in small groups, showing understanding of the progress of the content.
To support the child, read short simple stories and poems with pictures. Re-read stories so that the child becomes familiar with the progress of the content over time.
By the end of EY1, the child may only join in using actions, gestures and repeated simple words.
- **1CLc.31** Show an understanding of texts heard by responding to simple questions, for example, for stories, questions about characters, settings and events.
To support the child, use short simple texts with pictures. Try to include questions that you can repeat at different points in a text and use in a similar way for different texts.
By the end of EY1, the child may only respond by using actions, gestures and simple words, for example, in answer to 'Where is Jack?', the child may point to the character in the picture and say 'Jack'.
- **1CLc.32** Begin to identify how contexts and events in stories are the same as or different from real life.
By the end of EY1, the child may only use their home language to express their comparisons with a story heard in English.
- **1CLc.33** Begin to retell a familiar story verbally, including some relevant information.
To support the child, read short, simple stories with pictures multiple times to familiarise the child with them. Encourage them to use drawing, objects and actions to retell the story.
By the end of EY1, the child may only retell stories using words replicated from the story to describe their drawing, objects and actions.

Communication and Language: General writing skills

Composing

- **1CLc.34** Incorporate writing as part of their role-play (e.g. messages, appointments, shopping lists), although not necessarily in the form of conventional letters.
- **1CLc.35** Ask questions about what people are doing as they observe them writing in the context of the school setting and at home, for example, 'Who are you writing to?', 'What are you writing?'.
By the end of EY1, the child may only use their home language to ask questions that show their interest in writing.

- **1CLc.36** Access writing materials independently with the aim of writing a message although not necessarily in the form of conventional letters, for example, writing their first name on a painting.
- **1CLc.37** Speak a text for a purpose, observing an adult scribe it for them, for example, speaking text to display with a picture they have created.
To support the child, use simple words to write their descriptions in English to display with their pictures.
By the end of EY1, the child may only use their home language to describe a picture that they have created. The adult can then say and write a summary of their talk using simple words in English.
- **1CLc.38** Use the language of writing to describe their efforts to write (e.g. 'I am writing.'), despite not necessarily using conventional text.
By the end of EY1, the child may only use simple words to describe their writing. They may recognise differences between writing in English and their home language if the script is different, for example, pointing to their writing and saying 'English'.

Literacy: Phonics

- **1CLI.01** Recognise rhyme in songs and poems, for example, join in with rhyming words in a familiar song, make up a new nonsense version of a rhyme by substituting different rhyming words.
To support the child, use short, simple rhymes and songs. Repeat them multiple times to build confidence in joining in.
By the end of EY1, the child may only show recognition of rhyme in familiar songs and poems by joining in with some rhyming words.
- **1CLI.02** Link some sounds (phonemes) to letters in familiar words, for example, the letters in their first name or the initial sound of a word in a familiar book.
To support the child, use clear modelling to support correct pronunciation of letter sounds, especially when English sounds are unfamiliar in the child's home language.
- **1CLI.03** In songs and rhymes, sometimes recognise alliteration (when words begin with the same sound), for example, /fi/ve /f/at /f/ishes.
To support the child, use simple familiar words from songs and rhymes. Repeatedly model accurate pronunciation of the initial sounds of the alliterative words for the child to replicate.
By the end of EY1, the child may only say the initial sounds of some alliterative words correctly.
- **1CLI.04** Begin to segment and blend some of the sounds they hear in simple regular spoken words, for example, saying 'c-a-t, cat'.
- **1CLI.05** Begin to use knowledge of sounds (phonemes) to read simple rhyming strings once the first word is known (e.g. *pat, cat, sat, fat, hat*).
To support the child, repeatedly model segmenting and blending for the child to replicate.

Literacy: Handwriting and spelling

- **1CLI.06** Recognise their first name in print and attempt to write it, for example, by copying one or more of the letters, by using a signature which resembles an approximation of their name using marks.
- **1CLI.07** Use some identifiable letters to communicate meaning, for example, letters related to their own name or those of other family members, such as *m* for mummy.
- **1CLI.08** Engage in a wide range of activities to support the development of fine motor skills and hand–eye coordination, for example, threading beads, playing with sand and water, throwing and catching balls, painting.
- **1CLI.09** Develop control by making patterns with ribbons on sticks, fingers in the air or sand, paint brushes, crayons, and pencils.

To support the child, focus on patterns that reinforce left to right progression, especially for children whose home language is not written from left to right.

- **1CLI.10** Form some letters, for example, using a finger in the air or sand, a paint brush, a crayon, a pencil.

To support the child, focus on meaningful letters for the child (e.g. the first letter of their name) or, if appropriate, letters that are formed in a similar way in their home language.

- **1CLI.11** Distinguish between different sounds and letters, both heard and spoken.

Creative Expression

Art and design

Experiencing

- **1CEa.01** Explore visual and tactile qualities in the natural and made world, for example, help to make a 'feely wall' with surfaces that have different textures (e.g. rough, smooth, soft).
- **1CEa.02** Respond to still and moving images through imaginative ideas and play, for example, watch short video clips of different birds in flight and then make or decorate wings to wear on their arms.
- **1CEa.03** Respond to examples of art and design, for example, look at and try on different kinds of footwear, deciding which they would choose and why.
- **1CEa.04** Play with different art and design tools and materials, for example, use sticks and other implements to change the surface of a flat piece of clay.

Thinking and communicating

- **1CEa.05** Talk about visual and tactile qualities in the natural and made world with adults and peers, for example, have a colourful clothes day and discuss the colours and textures of the clothes worn.
- **1CEa.06** Talk about examples of art and design, for example, look at a painting and identify what they can see.
- **1CEa.07** Talk about the content and purpose of their own art and design before, during and after the making process, for example, state their intentions for a painting and describe what the elements of their painting represent.

Making

- **1CEa.08** Make images and objects individually using a range of media, for example, drawings, paintings, junk models, digital photographs, videos.
- **1CEa.09** Begin to collaborate as they play to make drawings, paintings, objects, digital photographs and videos, for example, take photographs of each other making shapes with their bodies.
- **1CEa.10** Practise using tools and media in increasingly controlled ways, for example, paint a rainbow in a succession of curved lines.

Music

- Listening and responding
- **1CEm.01** Listen to and enjoy a range of music, including live singing by adults and peers in their home languages.
- **1CEm.02** Take part in a range of passive listening activities (e.g. listen to music while completing another activity) and active listening activities (e.g. match actions to songs).
- **1CEm.03** Recognise and respond to changes in music, for example, dynamics (*strong/soft*), tempo (*fast/slow*) and duration of notes (*long/short*).
- **1CEm.04** Describe sounds using everyday language (e.g. *quiet, smooth*) or body movement (e.g. tremolo might be described as a 'wobble' or shown by shaking the body).
- **1CEm.05** Begin to answer simple questions about a musical piece, for example, how it makes them feel.
- **1CEm.06** Express musical preferences and communicate choices using sounds, gestures or words.

Making

- **1CEm.07** Incorporate making music in individual and group play activities, for example, take turns to sing while pretending to play instruments, choose to play with a musical toy or instrument.
- **1CEm.08** Take part in a range of musical activities, for example, make regular beats, join in with simple chants and songs in their home language and in English, including those with actions.
- **1CEm.09** Explore and talk about different instruments, how they are played and the sounds they make.
- **1CEm.10** Sing a range of notes that follow the melodic shape of a familiar song.
- **1CEm.11** Change singing according to different signals or instructions, for example, 'slow' or 'fast', 'strong' or 'soft'.
- **1CEm.12** Contribute with growing confidence to group activities when exploring musical ideas with others.
- **1CEm.13** Provide sound effects and vocalisation ideas as part of a story, song, accompaniment or drama piece, either independently or with guidance.
- **1CEm.14** Explore musical ideas with guidance, using objects and body percussion, for example, replicate familiar sounds.
- **1CEm.15** Make adaptations to familiar songs, including making up alternative words.
- **1CEm.16** Recognise the need to be responsible when making music, for example, avoid disturbing others with loud music making.

Dance

Awareness of body, space and time

- **1CEda.01** Show an awareness of how their body moves and the space around them.
- **1CEda.02** Explore making gross and fine motor movements to music, for example, draw simple shapes in the air with ribbons on sticks.

Exploring music through movement

- **1CEda.03** Respond to music by stopping and starting appropriately.
- **1CEda.04** Change movement at vocal and musical signals, for example, up or down, fast or slow.
- **1CEda.05** Change movement to match different pieces of music based on the dynamics (loudness) and tempo (speed) of the music, for example, smaller movements for softer music.
- **1CEda.06** Talk about their own and others' dance, for example, what they liked about it.

Using props

- **1CEda.07** Explore the use of different props (e.g. scarves, hula hoops) when dancing.

Drama

Exploring the real world through different roles

- **1CEdr.01** Use appropriate language and actions in their play to take on familiar roles, for example, the role of mother or stepfather.
- **1CEdr.02** Represent familiar things and experiences using movements and sounds, for example, different types of animals, driving a scooter.

Exploring imaginary worlds through different roles

- **1CEdr.03** Use appropriate language and actions in their play to take on imaginary roles (e.g. the superhero) and to begin to create stories around toys (e.g. a toy is lost and the other toys try to find it).
- **1CEdr.04** Adapt their voice to represent different characters when joining in with, or retelling, a familiar story.

Using props

- **1CEdr.05** Choose, make and use objects as props for different types of play.

Mathematics

Developing a sense of number

Counting

- **1Mn.01** Join in number rhymes and songs and refer to numbers in practical activities.
- **1Mn.02** Say the number names in order to at least ten.
- **1Mn.03** Recognise *zero* as none.
- **1Mn.04** Begin to use ordinal numbers from 1st to at least 3rd in practical contexts, for example, toys or people in a line, running races.
- **1Mn.05** Begin to find ways to determine whether two small collections contain the same number of items (objects or pictures), for example, compare the number of objects in two groups by physically matching items in one-to-one correspondence or by counting each collection and comparing the numbers.
- **1Mn.06** Count up to at least 5 items (objects or pictures) by saying one number name as they point to, touch or move each item, and knowing when to stop the count.
- **1Mn.07** Begin to count things that cannot be touched, for example, repeated actions or drum sounds made at regular intervals.
- **1Mn.08** Recognise small numbers of objects without counting, and familiar patterns, arrangements and representations of numbers up to at least 5, for example, dots on a standard 6-sided die, patterns of fingers, tally marks.
- **1Mn.09** Recognise that numbers can be represented as numerals, for example, recognise the purpose of numerals in everyday contexts (e.g. on a phone keypad, house number, age on a birthday cake), begin to associate some number names with their numerals.
- **1Mn.10** Represent numbers, for example, using fingers, making marks, drawing pictures or attempting to write numerals.

Regrouping, composing and decomposing

- **1Mn.11** Compare and describe collections of objects or pictures, and things that cannot be touched, using words such as *more* and *fewer*.
- **1Mn.12** Begin to use some vocabulary of addition and subtraction to describe practical situations, for example, describe pictures accompanying a subtraction number rhyme by saying 'One frog has gone.' or 'There are still some frogs left.'
- **1Mn.13** Describe numbers of items as part of a larger collection (up to 5 items), for example, 'I can see 5 beads. I can see 2 red beads and 3 blue beads.'
- **1Mn.14** Explore different ways to group up to 5 objects, for example, 'Show me 5 fingers with 2 hands. Can you do it a different way?'
- **1Mn.15** Begin to use the term *double* to describe familiar practical contexts, for example, when throwing two dice or playing with dominoes.

Sharing

- **1Mn.16** Attempt to share collections of objects fairly between two or more people in practical contexts, using 'dealing' strategies ('one for you, one for me, one for you ...').
- **1Mn.17** Recognise in practical contexts that a whole object (e.g. a cake) can be shared fairly by cutting the object into equally sized parts.

Money

- **1Mn.18** Handle money (real, pretend) in their play, recognising differences in colour, shape, size and mass.

Handling data

Sorting

- **1Mh.01** Describe characteristics of an object, including those linked to counting, for example, 'The giraffe has four legs.', 'The bicycle has two wheels.'
- **1Mh.02** Take objects with the same characteristic from a collection (e.g. objects with the same colour) and talk about what they are doing.

Shape, space and measure

Shape

- **1Ms.01** Experiment with shapes and use everyday language to talk about them, including exploring which shapes roll, and using 2D shapes to create pictures and 3D shapes or packaging to create models.
- **1Ms.02** Talk about shapes in the environment, using everyday language when shape names are not known, for example, 'This flower looks like a star.'
- **1Ms.03** Show awareness of how shapes are similar, for example, find matching shapes, or match shapes to their outlines:



Position, direction and movement

- **1Ms.04** Respond to and use simple language of position in everyday contexts, for example, 'Put the teddy *on* the shelf ... *in* the box ...*under* the chair.'
- **1Ms.05** Begin to arrange objects relative to their own view, for example, 'Put the ball *in front of* ...*behind* the tree.'

Pattern

- **1Ms.06** Recognise and talk about patterns in the environment.

Measure

- **1Ms.07** Talk about length, mass and capacity in practical activities, using everyday language, including *long*, *tall*, *short*, *heavy*, *light*, *full*, *empty*.
- **1Ms.08** Begin to develop in their play an awareness of the relative lengths and masses of objects, and the relative capacities of containers, for example, assigning family roles to teddies according to their relative heights and assigning cups to each of the teddies according to their relative capacities.
- **1Ms.09** Use appropriate language to express times of the day (e.g. morning, evening, lunch time) and to talk about the sequence of routine events across a day.
- **1Ms.10** Be aware of clocks and the passing of time in their play.

Personal, Social and Emotional Development

Developing self-regulation

- **1PS.01** Remember and carry out a simple instruction.
- **1PS.02** Maintain attention on a task, but may become distracted before they have completed it.
- **1PS.03** Begin to control their impulses, but may find it difficult to resist tempting opportunities or objects.
- **1PS.04** Accept when they have made a mistake, but may not spontaneously ask for help and may repeat the same mistake again.
- **1PS.05** Imitate a skill or strategy modelled by an adult or peer, but may require support to reproduce this skill or strategy on a future occasion.
- **1PS.06** Reflect on their activities and experiences, saying what they liked and disliked.
- **1PS.07** Do things simply because they bring them enjoyment, for example, taking an activity outdoors because they prefer being outdoors to being indoors.

Building relationships

- **1PS.08** Begin to form positive relationships with peers and familiar adults, using appropriate language to engage with them, for example, to start conversations, to initiate play.
- **1PS.09** Engage in group play experiences, including sharing new ideas (verbally or non-verbally) and keeping play going by responding to what others say or do.
- **1PS.10** Involve others in play, for example, inviting them to join in, suggesting a possible role for them.
- **1PS.11** Form friendships among their peers.

Developing self-confidence

- **1PS.12** Take pride in carrying out a task, especially when asked to do so by an adult.
- **1PS.13** Select and use activities and resources with a clear purpose in mind.
- **1PS.14** Show confidence in asking adults for help when needed, for example, where to find a particular resource.
- **1PS.15** Talk freely to peers and familiar adults about their own home and community in a positive way, showing a sense of personal and cultural identity.
- **1PS.16** Talk confidently to peers when playing in a group.

Managing feelings and behaviour

- **1PS.17** Be aware of their own feelings and rights, describing these to an adult.
- **1PS.18** Show recognition that actions and words can affect others' feelings positively and negatively, for example, comforting a peer when they realise they have upset them.
- **1PS.19** Accept that personal needs may not be met immediately, and that individual wishes may not always be met.
- **1PS.20** Begin to accept the needs of others, including by taking turns and sharing space and resources.
- **1PS.21** Begin to adapt their behaviour to the boundaries set in different social situations.

Maintaining health and self-care

- **1PS.22** Recognise and communicate their bodily needs, for example, thirst, hunger, rest, physical activity.
- **1PS.23** Recognise that eating certain foods, such as fruit, helps them to stay well.
- **1PS.24** Observe and comment on the effects of physical activity on their bodies, for example, 'I was running and now I feel hot ... my breath is faster.'
- **1PS.25** Recognise when they need to use the toilet and use the toilet mostly by themselves.
- **1PS.26** Manage hand washing and drying mostly by themselves.
- **1PS.27** Dress and undress with some adult help, for example, help with buttons or shoe fastenings.
- **1PS.28** Show some understanding of how to dress appropriately for the weather outside, for example, wearing a hat in the sun.

Developing responsibility and identity

- **1PS.29** Show an understanding of the difference between right and wrong, although they may need adult support to respond to the situation appropriately.
- **1PS.30** Stop themselves from doing some things they would like to try, but know may have negative consequences, for example, taking a toy from a peer.
- **1PS.31** Begin to have a sense of the spiritual beliefs of their family and community, and enjoy talking about their experiences in this context.

Physical Development

Moving well

- **1PD.01** Move freely and with pleasure and confidence in a range of ways, attempting many new large and small movement skills, including running smoothly and skilfully, with changes in speed.
- **1PD.02** Negotiate space successfully, adjusting speed and direction safely to avoid obstacles and respect others' personal space.
- **1PD.03** Take part in activities that require a level of balance, for example, stand on one foot for a few seconds, walk along a line, stand on a low narrow beam.
- **1PD.04** Show some ball control, including catching, rolling, bouncing, throwing overarm and kicking a ball.
- **1PD.05** Explore large equipment, beginning to climb equipment confidently with support (e.g. ladders).
- **1PD.06** Walk up stairs by alternating their feet and come down using two feet to each step.
- **1PD.07** Show some control when handling small objects and construction toys, for example, stacking a number of building blocks.

Understanding movement

- **1PD.08** Explore different ways of moving, including during play-based activities.
- **1PD.09** Respond appropriately to movement instructions, including in imaginative contents, for example, 'Stomp like an elephant.', 'Leap from rock to rock.', 'Twist to see if the pirate is chasing you.'
- **1PD.10** Talk about their movements using everyday language, for example, *crawl*, *roll*.
- **1PD.11** Develop their own movement skills through practise and in response to guidance and praise.

Taking part in movement activities

- **1PD.12** Take part in simple individual, cooperative and movement activities, possibly being more willing to take part in some activities than others.
- **1PD.13** Begin to show respect for others in group movement activities, including by taking turns.
- **1PD.14** Experiment with physical play and new movement skills at home as well as school.
- **1PD.15** Show recognition that equipment and space need to be used safely by following safety rules.
- **1PD.16** Show some confidence to take risks and challenge themselves physically, for example, once they can balance on a low narrow beam, starting to take a few cautious steps along it.

Understanding the World

Scientific thinking

Living things

- **1UWs.01** Explore and talk about a range of different plants in their local environment, for example, colour, size, smell.
- **1UWs.02** Use senses (sight, hearing, taste, smell and touch) to explore and talk about a range of edible parts of plants, for example, 'I hear a crunch when I bite the apple.'
- **1UWs.03** Follow instructions to grow plants from seeds and talk about their observations as the plants grow.
- **1UWs.04** Name some parts of their own bodies (e.g. hands, legs) and talk about what they are used for.
- **1UWs.05** Explore ways in which humans change as they get older (e.g. changes in height and the appearance of the face), for example, small groups create a height chart, marking each child's height at regular intervals across the year.
- **1UWs.06** Talk about the characteristics of different types of animals, for example, when observing insects and other small animals in the school grounds.

What things are made of

- **1UWs.07** Handle and talk about a range of common natural and manufactured materials, for example, different papers, rocks and fabrics.
- **1UWs.08** Use everyday language to talk about common materials, for example, 'I can rip it.', 'I can see my face in it.'

How things work

- **1UWs.09** Handle objects in their play that move in different ways and use everyday language to talk about the movement, for example, cars, trains, windmills.
- **1UWs.10** Use everyday language to talk about what happens when objects are put in water, including *float* and *sink*.
- **1UWs.11** Recognise that some things need electricity to work, for example, electronic toys, digital devices.
- **1UWs.12** Recognise that electricity can be dangerous, and behave safely around it.

Sound

- **1UWs.13** Explore making sounds in different ways, for example, tapping a surface, shaking beads in a container, humming.

Earth and space

- **1UWs.14** Talk about what they observe in the sky, for example, clouds, rainbows.
- **1UWs.15** Show understanding that it is dangerous to look at the Sun.

Digital technology

Using digital tools

- **1UWd.01** Switch on a digital device and log on, knowing that they may need to ask an adult to enter a password.
- **1UWd.02** Explore using different digital devices and software, for example, explore using drawing software to create a picture of their choice.

eSafety and wellbeing

- **1UWd.03** Ask for permission before using a digital device.
- **1UWd.04** Ask for help when they encounter problems or unexpected behaviour when using a digital device.

The digital world

- **1UWd.05** Talk about using different digital devices, including using some appropriate vocabulary (e.g. *screen, camera, tablet*).

Computational thinking

- **1UWd.06** Follow steps in simple verbal or pictorial instructions for everyday tasks.
- **1UWd.07** Identify an error in a verbal or pictorial representation of an everyday event or task, for example, an event that is out of order or a missing step for a task.

People, time and place

People

- **1UWp.01** Talk about members of their immediate family, for example, the family members they live with.
- **1UWp.02** Talk about what they like to do with immediate family members, beginning to talk about how the likes of immediate family members are similar to and different from their own.
- **1UWp.03** Show a sense of belonging to their family.

Time

- **1UWp.04** Show an understanding of the past and present within a day, for example, talking about things they have done and are doing in their day.
- **1UWp.05** Show some understanding of observable change over time, for example, day and night, their physical growth.
- **1UWp.06** Show some understanding of the more distant past in their play, for example, when handling old or old-fashioned objects.

Place

- **1UWp.07** Talk about immediate indoor and outdoor environments (e.g. garden, playground).
- **1UWp.08** Express curiosity and interest when exploring familiar and new environments.
- **1UWp.09** Begin to talk about things that are in a familiar, but not immediate, environment, for example, talking about things at home whilst they are at school.
- **1UWp.10** Show awareness of the need to look after their immediate indoor environment, for example, by helping to keep the classroom clean and tidy.

EY2

Communication, Language and Literacy – English as a First Language

Communication and Language: Speaking and Listening

Listening and attention

- **2CL.FLEc.01** Listen to and take into account what others have to say.
- **2CL.FLEc.02** Give their attention to what others say, including while engaged in an activity, and respond appropriately.
- **2CL.FLEc.03** Experiment with the language that they hear, including using the language of others in their own speech.
- **2CL.FLEc.04** Recognise and respond appropriately to sounds in school, for example, the fire alarm, the lunch bell.
- **2CL.FLEc.05** Listen attentively in a range of situations, responding with relevant comments, questions or actions, for example, listening to a story, anticipating or predicting events.
- **2CL.FLEc.06** Listen with enjoyment to stories, songs, rhymes and poems, and respond to them, including by making up their own stories, songs, rhymes and poems.

Understanding spoken text

- **2CL.FLEc.07** Show understanding of simple instructions with at least two stages by responding appropriately, including asking questions to clarify them.
- **2CL.FLEc.08** Respond appropriately to questions about their home and school experiences and about stories.
- **2CL.FLEc.09** Read the body language (non-verbal communication) of others accurately, and usually respond appropriately.
- **2CL.FLEc.10** Use language to explore imaginary situations, including telling and retelling stories.
- **2CL.FLEc.11** Use talk to find out more information and to clarify ideas, for example, asking questions to find out more about people, talking about activities to decide what to do next.
- **2CL.FLEc.12** Use talk to rehearse, order and reflect on experiences, including applying their experience of cause and effect, describing sequences of events and linking their own experience with stories.
- **2CL.FLEc.13** Use talk to describe what has happened and what is happening, and to predict what might happen next and why.
- **2CL.FLEc.14** Explore the sounds and meanings of new words that they have heard.

Speaking

- **2CL.FLEc.15** Speak audibly and with control with familiar people, showing an awareness of the listener.
- **2CL.FLEc.16** Stick to a main theme or intention when speaking to others.
- **2CL.FLEc.17** Contribute to discussions within a group, using simple statements and questions.
- **2CL.FLEc.18** Share past, present and future experiences with familiar people in response to different types of prompts.
- **2CL.FLEc.19** Use appropriate vocabulary to express likes and dislikes and their own feelings and those of others.
- **2CL.FLEc.20** Use vocabulary and forms of speech that are influenced by their experiences of printed and multimedia texts.
- **2CL.FLEc.21** Use some expression to add interest to their speech.

- **2CL.FLEc.22** Use non-verbal communication, in addition to verbal language, in an appropriate and meaningful way.
- **2CL.FLEc.23** Initiate and continue conversation with others in play-based and informal group contexts.

Communication and Language: General reading skills

Appreciating text

- **2CL.FLEc.24** Enjoy listening to a range of stories, poems and non-fiction texts, displaying individual preferences for particular texts.
- **2CL.FLEc.25** Handle books and other printed material with care and consideration, selecting and organising texts with a purpose, for example, choosing their preferred book and returning it to shelf after reading.

Making sense of text

- **2CL.FLEc.26** Recognise that a sentence is made up of a number of words that carry meaning when read in sequence.
- **2CL.FLEc.27** Re-read individual sentences with some fluency, using appropriate pauses to show awareness that capital letters and full stops indicate sentences.

Showing understanding of text

- **2CL.FLEc.28** Recognise the relationship between text and images on the page or screen to support meaning.
- **2CL.FLEc.29** Recognise some ways in which texts for different purposes look different.
- **2CL.FLEc.30** Recognise and join in with formulaic phrases, for example, 'Once upon a time ...', 'And they all lived happily ever after.'
- **2CL.FLEc.31** Respond to simple questions about texts they read or hear, including predicting what will happen next in a story, and giving some explanation for their answers.
- **2CL.FLEc.32** Retell a simple story using full sentences and recognising key elements of a story, for example, the main characters, the sequence of events.

Communication and Language: General writing skills

Composing

- **2CL.FLEc.33** Attribute meaning to what they have written, including when meaning is not immediately clear to the reader, for example, 'This says "I love Daddy"!'
- **2CL.FLEc.34** Attempt to write words and short combinations of words for different purposes, including their full name, and simple labels, signs and captions.

Literacy: Phonics

- **2CL.FLEI.01** Clap and count the syllables in different words.
- **2CL.FLEI.02** Recognise some common words on sight in a range of contexts.
- **2CL.FLEI.03** Recognise the sounds (phonemes) of many individual letters and some combinations of letters.
- **2CL.FLEI.04** Explore and experiment with segmenting and blending sounds (phonemes) to read familiar words, for example, the names of family members, common phonetically regular single-syllable words with short vowels.

- **2CL.FLEI.05** Attempt to read unfamiliar words with adult support, by attempting to identify, sound, segment and blend phonemes in individual words.
- **2CL.FLEI.06** Attempt to read sentences and simple decodable books making use of a range of cues, including knowledge of the story or context and word/letter recognition.

Literacy: Handwriting and spelling

- **2CL.FLEI.07** Write all letters of the alphabet (lower-case and capitals), recognisable in the conventional sense.
- **2CL.FLEI.08** Write the initial sounds in different words they hear and say.
- **2CL.FLEI.09** Use correct letter formation for lower- and upper-case letters, understanding which letters belong to which handwriting *families* (i.e. letters that are formed in similar ways).
- **2CL.FLEI.10** Write words, and the letters within them, in a straight line from left to right.
- **2CL.FLEI.11** Begin to use a comfortable and efficient grip (ideally the tripod grip) to hold and manipulate writing tools.
- **2CL.FLEI.12** Begin to sit correctly at a table to write, for example, posture, seating and paper positioning.
- **2CL.FLEI.13** Begin to write letters and combinations of letters (graphemes) that correspond to sounds (phonemes).
- **2CL.FLEI.14** Begin to use phonic knowledge to write simple regular words (e.g. *can*, *big*) and make phonetically plausible attempts at irregular words (e.g. *you*, *was*).

Communication, Language and Literacy for English as a Second Language

Communication and Language: Speaking and listening

Listening and attention

- **2CL.ESLc.01** Listen and respond appropriately using simple words in everyday situations and during simple conversations, for example, answering questions about their play, responding to the question 'Is the cat black?' by saying 'No. White'.
- **2CL.ESLc.02** Begin to take turns when speaking with others in short, simple exchanges including during play.
- **2CL.ESLc.03** Experiment with the language that they hear by correctly pronouncing some sounds, words and rhythms, and replicating intonation, although acquisition of some English sounds may still be emerging.
- **2CL.ESLc.04** Enjoy and begin to listen attentively to short, simple stories, accompanied by pictures, to show appreciation of spoken language that does not include rhythm and rhyme (prose).
- **2CL.ESLc.05** Enjoy, listen and respond to simple rhymes and songs by joining in with repeated words and beginning to replicate elements of rhymes and songs during their play.

Understanding spoken text

- **2CL.ESLc.06** Show understanding of short, simple instructions with demonstration and support, by responding appropriately.
- **2CL.ESLc.07** Show understanding of some specific information and detail of short, simple talk with the support of pictures, objects, sounds or actions.
- **2CL.ESLc.08** Show understanding of short, simple questions (with gestures, if needed) about their home and school experiences (e.g. 'What colour is the bird?') and respond using simple words.
- **2CL.ESLc.09** Show understanding of short, simple *how* and *why* questions and sometimes offer an appropriate answer through simple words and gestures.
- **2CL.ESLc.10** Show understanding of stories by describing the main characters from a story with simple words and short, simple phrases, for example, 'Big tiger'.
- **2CL.ESLc.11** Show understanding of the main point of short, simple talk as they play, with the support of objects, sounds or actions.
- **2CL.ESLc.12** Ask *how* and *why* questions using the question word and at least one more word to communicate meaning, for example, 'Why here?'.
- **2CL.ESLc.13** Show understanding of new simple words that they encounter in their play from other learners.
- **2CL.ESLc.14** Show understanding of simple words with the support of pictures, objects, sounds or actions, for example, by pointing to the picture of a cat when you say 'It is a cat'.

Speaking

- **2CL.ESLc.15** Make themselves understood in everyday situations, through rehearsed simple words and short, simple phrases, for example, 'Crayon, please'.
- **2CL.ESLc.16** Begin to ask simple formulaic questions (that do not require spontaneous creative use of the language) about classroom activities and personal information, for example, 'What is your name?', 'Where is it?'.
- **2CL.ESLc.17** Begin to use some simple grammatical structures for communication, including during play and everyday situations, allowing for frequent, basic mistakes.
- **2CL.ESLc.18** Use *with* to indicate accompaniment, for example, 'With friends'.
- **2CL.ESLc.19** Talk about days of the week using *on*, for example, 'On Tuesday'.

- **2CL.ESLc.20** Talk about themselves using short, simple sentences, for example, 'I am happy'.
- **2CL.ESLc.21** Begin to talk about their abilities, for example, 'I can swim'.
- **2CL.ESLc.22** Use *I, you, he, she, it, we, they*, for example, 'She is tall'.
- **2CL.ESLc.23** Describe people, places and objects, using simple words, including a range of colours.
- **2CL.ESLc.24** Begin to link simple words using *and*, for example, 'Dog and cat'.
- **2CL.ESLc.25** Begin to talk about what is happening or what they are doing at the moment, for example, 'I am reading'.
- **2CL.ESLc.26** Begin to talk about their own possessions using very simple phrases, for example, 'My book'.
- **2CL.ESLc.27** Say where objects and people are located, including using *on, in, at*, for example, 'On the table', 'At the park'.
- **2CL.ESLc.28** Use *here* and *there* to say where objects and people are located, for example, responding to a 'Where is ...?' question by saying 'Here', or 'There'.
- **2CL.ESLc.29** Use common singular and plural nouns for friends and family to say what things or people are, for example, 'My brother', 'My brothers'.
- **2CL.ESLc.30** Use *a, an* for familiar objects, for example, 'a tree', 'an egg'.
- **2CL.ESLc.31** Talk about activities they like, using *like + verb + ing*, for example, 'I like drawing'.
- **2CL.ESLc.32** Begin to use intonation to make their meaning clear, for example, for statements and questions.
- **2CL.ESLc.33** Use real and invented simple words in pretend play situations.

Communication and Language: General reading skills

Appreciating text

- **2CL.ESLc.34** Enjoy listening to different types of short, simple texts that are accompanied by pictures, responding using simple words.
- **2CL.ESLc.35** Handle books and other printed material with care and consideration, including choosing their favourite books with pictures, and looking at and commenting on pictures using simple words.

Making sense of text

No learning statements.

Showing understanding of text

- **2CL.ESLc.36** Recognise the relationship between words or short simple phrases and images on the page or screen to support meaning, for example, 'Happy elephant'.
- **2CL.ESLc.37** Listen to and join in with short simple stories and poems, showing an understanding by responding to questions using simple words.
- **2CL.ESLc.38** Retell a short simple familiar story using drawing and simple words.

Communication and Language: General writing skills

Composing

- **2CL.ESLc.39** Incorporate writing as part of their role-play (e.g. messages, appointments, shopping lists), in the form of pictures with simple words with some recognisable letters.
- **2CL.ESLc.40** Begin to apply simple grammatical structures to writing in their role-play, allowing for frequent, basic mistakes.
- **2CL.ESLc.41** Write simple words to give personal and factual information, for example, age, name.
- **2CL.ESLc.42** Attribute meaning to what they have written, including when meaning is not immediately clear to the reader, for example, 'This says "Daddy"!'.

Literacy: Phonics

- **2CL.ESLI.01** Recognise rhyme in songs and poems, for example, joining in with rhyming words, using knowledge of sounds to say words (real or nonsense) that rhyme with others.
- **2CL.ESLI.02** Begin to recognise some common words on sight in a range of contexts.
- **2CL.ESLI.03** Recognise and pronounce the sounds (phonemes) of some individual letters.
- **2CL.ESLI.04** Explore and experiment with segmenting and blending some sounds (phonemes) to read simple familiar words, for example, the names of family members, common phonetically regular words with short vowels.
- **2CL.ESLI.05** Attempt to read some unfamiliar simple words with adult support, by attempting to identify, pronounce, segment and blend phonemes in individual words.
- **2CL.ESLI.06** Attempt to read simple words and short simple phrases in the context of longer texts, making use of a range of cues, including knowledge of the story or context and word/letter recognition, for example, 'Cat on a mat'.

Literacy: Handwriting and spelling

- **2CL.ESLI.07** Write all letters of the alphabet (lower-case and capitals), recognisable in the conventional sense.
- **2CL.ESLI.08** Write the initial sounds in different words they hear and say.
- **2CL.ESLI.09** Use correct letter formation for some lower- and upper-case letters, understanding which letters belong to which handwriting *families* (i.e. letters that are formed in similar ways).
- **2CL.ESLI.10** Write words, and the letters within them, in a straight line from left to right.
- **2CL.ESLI.11** Begin to write letters and combinations of letters (graphemes) that correspond to sounds (phonemes).
- **2CL.ESLI.12** Begin to use phonic knowledge to write simple regular words (e.g. *can*, *big*) and make phonetically plausible attempts at irregular words (e.g. *you*, *was*).

Creative Expression

Art and design

Experiencing

- **2CEa.01** Respond to natural, made and imaginary worlds through play and by making art and design, for example, visit a forest and then collaborate to paint or construct their own miniature forest.
- **2CEa.02** Respond to still and moving images individually and collaboratively through imaginative ideas and play, for example, individually look at photographs, illustrations and videos clips of the moon and then collaborate to create a pretend spacecraft for a visit to the moon.
- **2CEa.03** Find out about and respond to examples of art and design, including from the local and national context, for example, meet a local artist or craftsperson, discovering what they make and how they make it.
- **2CEa.04** Play with and learn how to use a selection of art and design tools and materials with greater control, for example, practise mixing three primary colours in different combinations.

Thinking and communicating

- **2CEa.05** Talk about the visual and tactile qualities of items that they discover and play with, as a starting point for new ideas, for example, talk about the different patterns on the coats and skins of various animals before designing a pattern for an imaginary creature.
- **2CEa.06** Talk about and respond to examples of art and design, including from the local and national context, for example, talk about distinctive local buildings near the school (e.g. a place of worship, a domestic house, a shop) and how well their designs match their purpose.
- **2CEa.07** Share their art and design with others and respond to others' work, for example, ask peers questions about what they have made and make suggestions about what they might try next.

Making

- **2CEa.08** Make art and design individually using tools and materials for a purpose, for example, design and make a card to give to a family member on a special occasion.
- **2CEa.09** Collaborate to make art and design, for example, make a display to welcome visitors to the setting.
- **2CEa.10** Make some considered changes to their art and design, for example, add more detail to a model after talking about it with an adult or peer.

Music

Listening and responding

- **2CEm.01** Listen to and enjoy a wider range of live and recorded music, including from the local and national context.
- **2CEm.02** Engage in focused listening to music, for example, by sitting quietly or concentrating on joining in on time.
- **2CEm.03** Recognise and respond to the pulse of different pieces of music with appropriate and coordinated movements.
- **2CEm.04** Describe the dynamics (loudness), tempo (speed) and pitch of sounds, recognising the terms *strong/soft*, *fast/slow* and *high/low* as a spectrum.
- **2CEm.05** Relate sounds to visuals using reasoning and abstract thought, for example, associate loud, low-pitched sounds with big animals.

- **2CEm.06** Ask and answer questions about musical pieces, for example, why some lyrics in a song are sung more slowly than others.
- **2CEm.07** Share musical choices and preferences.

Making

- **2CEm.08** Engage with a range of musical activities, for example, use percussion instruments, sing rhymes and songs in English and in their home language from memory.
- **2CEm.09** Sing songs and rhymes in unison, pronouncing words clearly and with some accuracy of melodic shape.
- **2CEm.10** Sing songs following a pulse and at different speeds, for example, fast or slow.
- **2CEm.11** Begin to maintain melodic shape and pulse when singing while tapping their body or playing an instrument to a steady pulse.
- **2CEm.12** Contribute positively and confidently to group activities, sharing musical ideas.
- **2CEm.13** Provide and apply sound effects and other musical ideas independently to accompany a range of stimuli (e.g. story, song, drama), exploring musical elements such as different dynamics (loudness).
- **2CEm.14** Create their own musical ideas using instruments, objects and body percussion, for example, represent the variety of sounds made by water.
- **2CEm.15** Improvise freely in structured activities, focusing on particular musical elements, for example, tempo (speed).
- **2CEm.16** Show consideration for others when making music, and handle and store instruments safely.

Dance

Awareness of body, space and time

- **2CEda.01** Use their body with increasing control and move around different spaces safely.
- **2CEda.02** Perform gross and fine motor movements in time and in sequence to music.

Exploring music through movement

- **2CEda.03** Interpret music by moving in responsive ways, for example, movements to reflect happy, sad or relaxed music.
- **2CEda.04** Change movements to match the dynamics (loudness), tempo (speed) and pitch of different sections of a piece of music.
- **2CEda.05** Work in small groups to share and develop creative dance ideas, for example, listen to a piece of music and represent the mood through movement.
- **2CEda.06** Begin to give and receive supportive feedback (verbal and demonstrative), for example, how to improve a part of their own or others' dance.

Using props

- **2CEda.07** Use various props safely and creatively when dancing.

Drama

Exploring the real world through different roles

- **2CEdr.01** Use appropriate language and actions in group activities to enact familiar real-life situations, for example, visiting the dentists' surgery.
- **2CEdr.02** Represent familiar processes using a sequence of different movements and sounds, for example, a seed growing into a tree, getting dressed.

Exploring imaginary worlds through different roles

- **2CEdr.03** Explore a fantasy place or world of their own creation, introducing characters and some narrative into their play.
- **2CEdr.04** Begin to take on the role of a character through the way they speak and move to enact a scene from a familiar story as part of a group.

Using props

- **2CEdr.05** Help to create and play in different role-play areas based on their own experiences, for example, supermarket, doctors' surgery.

Mathematics

Developing a sense of number

Counting

- **2Mn.01** Say the number names zero to at least ten, in order, forwards and backwards.
- **2Mn.02** Say which number comes before or after a specified number, within the range 0 to at least 10, including using the vocabulary *one more than* and *one less than*.
- **2Mn.03** Arrange in order a complete set of numerals from 0 to 10, for example, as a linear number track

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

or circular arrangement (similar to a clock face) to use as a game board.

- **2Mn.04** Use ordinal numbers from 1st to 10th in practical contexts, for example, to talk about a sequence of events or activities.
- **2Mn.05** Count up to at least 10 items (e.g. all the toy animals with two legs from a collection), including counting out or taking a specified number of objects from a larger collection.
- **2Mn.06** Count up to 10 things that cannot be touched, for example, bubbles, beads on a necklace someone is wearing, actions, sounds.
- **2Mn.07** Read and write numerals 0 to at least 10.

Regrouping, composing and decomposing

- **2Mn.08** Compare two groups of items, recognising differences between unequal groups and saying how many *more* and *fewer* there are.
- **2Mn.09** Find one more or one fewer in practical contexts, for example, ‘There are 8 grapes on the plate. If I ate one, how many will be left?’.
- **2Mn.10** Begin to add numbers (where the answer is from 0 to 10), recognising *addition* as combining groups to find a total.
- **2Mn.11** Begin to subtract numbers (in the range 0 to 10), recognising *subtraction* as taking objects away from a collection to find how many are left.
- **2Mn.12** Find how many there are in two groups by combining and counting them.
- **2Mn.13** Explore different ways to group up to 10 items.
- **2Mn.14** Begin to notice which numbers of items can be placed in two equal groups.
- **2Mn.15** Find doubles up to double 5 using practical resources.
- **2Mn.16** Begin to recognise, without counting, familiar patterns, arrangements and representations of numbers up to 10 (e.g. patterns of fingers, dominoes, tally marks, rectangular arrays), using understanding of composing and decomposing, for example, recognise the two groups of 5 on a double 5 domino as making 10.

Sharing

- **2Mn.17** Begin to recognise that when sharing collections of objects or whole objects, the more people there are to share between, the fewer or less each person will get.
- **2Mn.18** Begin to use the language *half* and *quarter* in everyday contexts, recognising that one quarter is less than one half.

Money

- **2Mn.19** Show awareness of money in practical situations, for example, exchange items for numbered coins/notes in shop role-play.

Handling data

Sorting

- **2Mh.01** Identify and describe similarities and differences in the characteristics of objects including those linked to counting, for example, 'The dog has the same number of legs as the elephant.', 'The spider has more legs than the dog.'
- **2Mh.02** Sort objects into two or more groups each with a different characteristic (e.g. 'square' and 'not square' or 'square', 'circle' and 'triangle') and talk about their sorting.

Using data

- **2Mh.03** Begin to answer questions by representing data using 'object graphs', for example, use individuals' shoes to create a graph of shoe sizes, use individuals' choices of coloured building blocks to build towers for a graph of favourite colours.
- **2Mh.04** Begin to answer questions by recording, organising and representing data using pictures and in simple lists and tables, for example, by individuals recording their favourite fruit by placing a fruit picture next to their name in a list, and then organising the resulting data by recording individuals' names in a simple table:

Apple	Banana	Mango	Peach

Shape, space and measure

Shape

- **2Ms.01** Experiment with and talk about shapes and patterns, including using 2D shape tiles to create pictures (with no overlaps or gaps), and creating symmetrical images (by paper folding or on screen).
- **2Ms.02** Use everyday language to talk about how 2D and 3D shapes are similar to and different from shapes in the environment, for example, 'It looks like a door.' (rectangle); 'It's not smooth like a ball.' (cube).
- **2Ms.03** Identify shapes that are similar or different and describe how they are similar or different.
- **2Ms.04** Recognise some properties that help us to identify shape names, for example, number of sides but not colour.
- **2Ms.05** Use mathematical names for some common 2D and 3D shapes, for example, rectangle, circle, cube.

Position, direction and movement

- **2Ms.06** Arrange a small collection of objects to match a simple plan (where pictures represent the objects), and talk about how their arrangement matches the plan, for example, saying 'The teddy picture is next to the car picture, so I'm putting my teddy next to my car.'
- **2Ms.07** Respond to and use simple language of direction in everyday contexts, for example, 'The see-saw goes *up* and *down*.', 'The car moves *forwards across* the table.'
- **2Ms.08** Identify and talk about objects that move in a line (straight and curved) and things that rotate.

Pattern

- **2Ms.09** Copy and create simple repeating patterns of repeating units (e.g. [red, blue]; [red, blue, yellow]; [red, blue, blue]; [red, blue, blue, yellow]) and say what would come next in the pattern.

Measure

- **2Ms.10** Compare length, mass and capacity of pairs of items by direct comparison (by lining up the items, using balance scales or pouring from one container to another).
- **2Ms.11** Describe comparisons of measures using familiar language, including *longer, thinner, shorter, taller, heavier, lighter, holds more, holds less*.
- **2Ms.12** Show awareness that the relative masses of objects and the relative capacities of containers are not always obvious by just looking at the object or container.
- **2Ms.13** Recall the days of the week and use appropriate language to express relationships between days and to sequence events, for example, *yesterday, today, tomorrow, on Monday*.
- **2Ms.14** Show awareness of the purpose of clocks, and of clock times (e.g. saying 'I go to bed at 7 o'clock').
- **2Ms.15** Read most o'clock times on an analogue clock.

Personal, Social and Emotional Development

Developing self-regulation

- **2PS.01** Remember and carry out two-stage instructions.
- **2PS.02** Maintain attention on a task, but may become distracted if they think a task is too challenging.
- **2PS.03** Control their impulses sometimes, including resisting tempting opportunities and planning ahead with support.
- **2PS.04** Try something different when they have made a mistake or something isn't working, and, if that doesn't work, asks for help spontaneously.
- **2PS.05** Learn a skill or strategy and reproduce it consistently on future occasions when requested.
- **2PS.06** Reflect on their activities and experiences, saying why they like some activities more than others, and talking about their achievements and challenges.
- **2PS.07** Enjoy exploring new activities, both indoors and outdoors.

Building relationships

- **2PS.08** Form positive relationships with peers and familiar adults, using appropriate language to engage with them, for example, asking questions, and listening and responding to answers, to continue conversations.
- **2PS.09** Join in group activities, including taking on different roles, paying attention to what others say and responding constructively.
- **2PS.10** Begin to build strategies for resolving conflicts with others, for example, finding a compromise by sharing.
- **2PS.11** Maintain some friendships, gaining respect amongst their peers for their ideas and opinions.

Developing self-confidence

- **2PS.12** Attempt new activities with confidence and begin to approach activities and problem-solving with some independence, sourcing the resources they need for their chosen activities.
- **2PS.13** Recognise when they need help from those around them after persisting with a problem and attempting to work out a solution for themselves.
- **2PS.14** Talk confidently to peers and familiar adults, about themselves: their personal ideas and opinions, and their personal and cultural activities and interests.
- **2PS.15** Talk confidently in a familiar group, sharing ideas freely.

Managing feelings and behaviour

- **2PS.16** Talk about how they and others show their feelings, and about their own and others' behaviour and its consequences (positive and negative), recognising that some behaviour is unacceptable.
- **2PS.17** Begin to solve problems amicably through negotiation, for example, when someone has taken a toy that they wanted to play with.
- **2PS.18** Talk about how to make situations fair, for example, each child having a set amount of time playing with a toy.
- **2PS.19** Adapt to the rules and behavioural expectations for different contexts.

Maintaining health and self-care

- **2PS.20** Show an understanding of the need to drink water regularly and have a varied diet, although they may still need encouragement from an adult.
- **2PS.21** Show some understanding of how physical activity, water, diet, sleep and hygiene help to maintain good health.
- **2PS.22** Show a positive attitude towards self-care and health, managing their own basic personal and hygiene needs independently, including using the toilet, handwashing and dressing/undressing.
- **2PS.23** Practise some appropriate safety measures with minimal adult help, for example, putting on sunblock, washing fruit before eating it, moving around a space safely.

Developing responsibility and identity

- **2PS.24** Self-regulate their emotions and behaviours in relation to their understanding of right and wrong, for example, not showing distress if they make a mistake or lose at a game.
- **2PS.25** Settle quickly to an appropriate task and work on it independently.
- **2PS.26** Show an understanding of their own spirituality as part of development of their own sense of identity within the local community.

Physical Development

Moving well

- **2PD.01** Demonstrate increasing control over their bodies when making large and small movements, for example, jump onto or off an object, hop for longer on one foot.
- **2PD.02** Negotiate space successfully and safely, showing increased agility, balance, coordination and spatial awareness, for example, change direction to avoid still and moving peers and objects, run at speed then stop with control.
- **2PD.03** Begin to show a higher level of balance, for example, balance on one foot for at least five seconds, walk the length of a narrow beam.
- **2PD.04** Show some control and coordination in using small and large equipment, including throwing, catching and bouncing a medium-sized ball, and beginning to use a bat and ball.
- **2PD.05** Engage in a range of activities that involve climbing with increased competence and confidence.
- **2PD.06** Walk confidently up and down stairs by alternating their feet.
- **2PD.07** Manipulate small objects with control and improved hand–eye coordination, for example, building bridges with building blocks.

Understanding movement

- **2PD.08** Explore different ways of moving that begin to demonstrate creativity.
- **2PD.09** Create their own movement patterns by repeating, linking and adapting simple movements, for example, hopping to red ‘lily pads’ and jumping with two feet onto the brown ‘mud’.
- **2PD.10** Follow basic rules and sequences of simple movement instructions, including instructions containing simple directional language, for example, ‘Stretch up.’, ‘Crouch down.’.
- **2PD.11** Talk about their own and others’ movements using some activity-specific vocabulary, for example, *slither*, *shuffle*.
- **2PD.12** Begin to recognise and talk about their own and others’ successes in movement activities and how to make improvements.

Taking part in movement activities

- **2PD.13** Take part willingly in individual, cooperative and competitive activities.
- **2PD.14** Show respect for others in group movement activities and some understanding of different roles.
- **2PD.15** Talk about physical activities they take part in at home.
- **2PD.16** Recognise the importance of their own and others’ safety when tackling new movement challenges and equipment.
- **2PD.17** Manage some risks, practising some appropriate safety measures without direct supervision.

Understanding the World

Scientific thinking

Living things

- **2UWs.01** Explore and describe parts of plants (including edible parts such as apple, banana, potato, green bean, lettuce), for example, the shape, texture, pattern.
- **2UWs.02** Grow and care for different plants, knowing that they need light and water to survive.
- **2UWs.03** Recognise and name the major external parts of the human body and their purposes.
- **2UWs.04** Explore the role of different body parts in different physical activities, for example, how using their body parts differently affects the speed of their running (e.g. longer strides, moving arms as well as legs).
- **2UWs.05** Identify the senses (sight, hearing, taste, smell and touch) and what they detect, linking the senses to the correct body parts, for example, explore how to use senses and body parts to predict what might be in a covered container.
- **2UWs.06** Begin to talk about what helps humans to grow, for example, a varied diet.
- **2UWs.07** Compare animals, identifying visual similarities and differences.

What things are made of

- **2UWs.08** Explore and describe a range of common materials, using some appropriate language to describe their properties (e.g. 'It's shiny.') and how the materials can be manipulated by physical action (e.g. 'I can bend it.').
- **2UWs.09** Begin to consider the properties of materials when choosing materials to make an object for a purpose, for example, when building an ideal home for a snail.
- **2UWs.10** Begin to recognise the difference between an object and a material, identifying the materials that some everyday objects are made from, for example, a wooden table, a plastic toy.

How things work

- **2UWs.11** Explore and describe how familiar objects move, for example, *forwards, backwards, fast, slow, in a straight line, turns*.
- **2UWs.12** Explore what happens when different objects are put in water, sorting the objects into those that float and those that sink.
- **2UWs.13** Identify a range of everyday items at home and at school that require electricity to work.

Sound

- **2UWs.14** Listen to everyday sounds and identify similarities and differences between them.

Earth and space

- **2UWs.15** Recognise the Sun, the Moon and stars in the sky, and talk about what they notice about them, for example, observe change in how the Moon looks across a month.

Digital technology

Using digital tools

- **2UWd.01** Switch on a digital device and log on using a generic password.
- **2UWd.02** Explore using a wider range of software on digital devices, for example, with support, record themselves talking about a favourite activity.
- **2UWd.03** Explore and interact with on-screen items by pointing and clicking, tapping, dragging, dropping, scrolling and swiping.

eSafety and wellbeing

- **2UWd.04** Recognise that digital devices should be used only for short periods of time.
- **2UWd.05** Handle digital devices with care and consideration for others.

The digital world

- **2UWd.06** Identify and name components of different digital devices, including *keyboard, mouse, screen, touch pad, headphones, speaker, camera and microphone*.
- **2UWd.07** Talk about digital devices, programs and software while they are exploring them, including beginning to describe how they are using them and why, for example, by saying, 'When I tap the word, it says the word' or 'I am taking a photograph to show my mum.'
- **2UWd.08** Identify and talk about devices that need power cables and wires, and devices that do not need them.

Computational thinking

- **2UWd.09** Order instructions for completing an everyday task.
- **2UWd.10** Suggest instructions for a simple task, for example, to draw a picture of a particular object or to build a brick tower.
- **2UWd.11** Explore and talk about programmable toys freely in play, including how to make a programmable toy start to move.

People, time and place

People

- **2UWp.01** Begin to recognise some relationships in their close family, for example, 'Grandma is Mum's mum'.
- **2UWp.02** Talk about how the likes and dislikes of members of their close family, their wider family and their peers are similar to and different from their own, and how they do things in similar and different ways.
- **2UWp.03** Show a sense of belonging to the school community.

Time

- **2UWp.04** Show an understanding of the past, present and future in and beyond a day, for example, talking about things they have done, are doing and will do in their week.
- **2UWp.05** Sequence personal activities and family events across the day or week, for example, the activities involved in getting ready for school or visits to wider family.
- **2UWp.06** Recognise that all adults were once babies and children, and show some awareness that adults' childhood experiences may have been different from their own.

Place

- **2UWp.07** Use everyday language to describe immediate and familiar indoor and outdoor environments, including those beyond the home and school, for example, a local building of interest, the local park.
- **2UWp.08** Describe some similarities and differences between two familiar environments.
- **2UWp.09** Show some awareness of the need to look after outdoor environments, for example, putting litter in the bin.

EY3

Communication, Language and Literacy – English as a first Language

Communication and language: Speaking and listening

Listening and attention

- **3CL.FLEc.01** Listen and respond appropriately to familiar and less familiar adults and peers.
- **3CL.FLEc.02** Show listening and attention skills through effective communication in peer-to-peer and group activities using appropriate language for the situation, including
 - taking turns to speak and listen without interruption
 - showing some understanding of the opinions of others
 - providing responses that link to what others say.
- **3CL.FLEc.03** Apply elements of the spoken and recorded language they hear to their own speech.
- **3CL.FLEc.04** Recognise and respond to sounds in stories.
- **3CL.FLEc.05** Sustain attentive listening, showing some understanding of the overall conversation or discussion by responding to what they hear with some relevant utterances, comments and questions.
- **3CL.FLEc.06** Appreciate rhymes, poems, and songs, and recite some by heart.

Understanding spoken text

- **3CL.FLEc.07** Show understanding of a sequence of simple instructions by responding appropriately, including clarifying by asking questions or repeating instructions back to an adult.
- **3CL.FLEc.08** Respond appropriately to questions about their family, friends and events in the local community.
- **3CL.FLEc.09** Recognise how others' non-verbal communication reflects their feelings, and respond appropriately.
- **3CL.FLEc.10** Use language to imagine and recreate characters, roles and situations.
- **3CL.FLEc.11** Use appropriate language to express, organise, sequence and clarify thinking, ideas, feelings and events, including giving reasons for their choices.
- **3CL.FLEc.12** Use language competently and confidently to develop learning, including asking relevant questions about what they hear, see or read, and knowing when to ask for advice or help, or for information to be repeated.
- **3CL.FLEc.13** Show an understanding of what they hear, including beginning to make inferences about missing information based on other knowledge.

Speaking

- **3CL.FLEc.14** Speak audibly, accurately and coherently, using relevant information to make themselves understood.
- **3CL.FLEc.15** Begin to recognise and use the conventions for discussion and debate; interact with others, negotiating plans and activities.
- **3CL.FLEc.16** Share experiences with different people, including less familiar people, with increasing detail.
- **3CL.FLEc.17** Use appropriate vocabulary to talk about themselves and their activities, and to express opinions, feelings and ideas clearly.
- **3CL.FLEc.18** Show awareness of the listener, for example, using a varying tone to engage them, responding to their non-verbal communication.
- **3CL.FLEc.19** Use a range of appropriate non-verbal communication techniques, including eye contact and facial expressions, in addition to verbal language.

- **3CL.FLEc.20** Explore characters and respond appropriately to others in pretend play situations.

Communication and Language: General reading skills

Appreciating text

- **3CL.FLEc.21** Enjoy and discuss a wide range of poems, stories and non-fiction, including listening to texts beyond the level at which they can read independently.

Making sense of text

- **3CL.FLEc.22** Make decisions about which strategies will help to clarify understanding of stories and non-fiction texts, for example, using picture cues, asking questions.
- **3CL.FLEc.23** Show awareness of rhythm when reciting poems and song lyrics.
- **3CL.FLEc.24** Check that the text makes sense to them as they read and correct inaccurate reading.
- **3CL.FLEc.25** Re-read sentences with some fluency, showing awareness of simple grammatical links between words through their pattern of speech, for example, '[The girl] [is playing] with [her ball].'

Showing understanding of text

- **3CL.FLEc.26** Recognise the purpose of different texts, for example, use a range of non-fiction books and digital sources to answer questions about *what*, *where*, *who*, *when*, *why* and *how*, including finding information by reading labels, lists and captions.
- **3CL.FLEc.27** Recognise the purpose of parts of a book, including cover, title and contents page.
- **3CL.FLEc.28** Discuss the meaning of words they read, linking new meanings to those they already know.
- **3CL.FLEc.29** Make inferences from what has been read, including predicting what might happen based on the title of a book or on the events so far.
- **3CL.FLEc.30** Explain clearly their understanding of texts they read or hear, including offering reasons for inferences and predictions.
- **3CL.FLEc.31** Show understanding when talking with others about what they have read, including linking content to their own experiences.
- **3CL.FLEc.32** Use expression and intonation, especially when re-reading sentences, for example, to indicate when characters in the story are speaking.

Communication and Language: General writing skills

Composing

- **3CL.FLEc.33** Read aloud and discuss what they have written with an adult or peers, making some simple changes where appropriate.
- **3CL.FLEc.34** Write simple sentences to communicate meaning.
- **3CL.FLEc.35** Use a range of strategies to support writing, including saying out loud what they are going to write about, composing a sentence orally before writing it and re-reading what they have written to check that it makes sense.
- **3CL.FLEc.36** Apply experiences of speaking and listening (including how language sounds) and reading through use of appropriate vocabulary and grammatical structures in their own writing, including capital letters and full stops to demarcate sentences, capital letters for *I* and names, *and* to join words and clauses, and articles *the* and *a* or *an*.
- **3CL.FLEc.37** Write about topics that interest them, including beginning to sequence sentences to form longer texts, such as simple narrative, non-fiction texts and poetry.
- **3CL.FLEc.38** Use some language and features which match the form and purpose of their writing, for example, a fairy story may begin with 'Once upon a time ...', key information about a favourite animal may be presented in a list.

Literacy: Phonics

- **3CL.FLEI.01** Begin to recognise a range of common words on sight, including phonetically irregular words.
- **3CL.FLEI.02** Give the most common sound (phoneme) associated with each letter.
- **3CL.FLEI.03** Recognise or blend to identify the sounds represented by combinations of letters including common word beginnings and endings (e.g. *th-*, *sh-*, *ch-*, *ai*, *ee*, *igh*, *br-*, *bl-*, *-nd*, *-s*, *-ed*, *-ing*).
- **3CL.FLEI.04** Use phonic knowledge to read phonetically regular words and to sound out elements of irregular words.
- **3CL.FLEI.05** Begin to read a range of simple texts, including using a growing range of cues that include knowledge of the world and simple grammar.

Literacy: Handwriting and spelling

- **3CL.FLEI.06** Begin to use lower- and upper case letters of regular size and shape and consistency of spacing between words.
- **3CL.FLEI.07** Use a comfortable and efficient pencil grip, so that letters and words are generally recognisable.
- **3CL.FLEI.08** Sit correctly at a table to write, including posture, seating and paper positioning.
- **3CL.FLEI.09** Identify the most common letter(s) (grapheme(s)) associated with each sound heard in spoken words.
- **3CL.FLEI.10** Use phonic knowledge to write simple regular words and make phonetically plausible attempts at irregular words.
- **3CL.FLEI.11** Identify when and how to seek help in spelling unfamiliar words, for example, asking an adult for advice, using their spelling log.

Communication, Language and Literacy for English as a Second Language

Communication and Language: Speaking and listening

Listening and attention

- **3CL.ESLc.01** Listen and respond appropriately using simple words and phrases in everyday situations and during simple conversations, for example, answering questions about their play and everyday life.
- **3CL.ESLc.02** Take turns when speaking with others in short, simple exchanges, including during play and everyday situations.
- **3CL.ESLc.03** Experiment with the language that they hear by pronouncing and using more words and replicating the intonation of adults.
- **3CL.ESLc.04** Enjoy and listen attentively to short, simple stories, to show appreciation of spoken language that does not include rhythm and rhyme (prose), and respond with short relevant comments.
- **3CL.ESLc.05** Enjoy, listen and respond to rhymes by joining in with repeated words and phrases, and attempting to replicate rhymes and songs spontaneously.

Understanding spoken text

- **3CL.ESLc.06** Show understanding of short, simple instructions by responding appropriately.
- **3CL.ESLc.07** Show understanding of some specific information and detail of short, simple talk.
- **3CL.ESLc.08** Show understanding of short, simple questions about their home and school experiences (e.g. What is on the chair?), and respond using simple words and phrases.
- **3CL.ESLc.09** Show understanding of short, simple *how* and *why* questions and sometimes offer an appropriate answer through simple words and phrases.
- **3CL.ESLc.10** Show understanding of stories by describing the main characters and events from a story with phrases and short, simple sentences, for example, 'The children are at home'.
- **3CL.ESLc.11** Show understanding of the main point of short, simple talk, including during play and everyday situations.
- **3CL.ESLc.12** Ask *how* and *why* questions using the question word and other words to communicate meaning, for example, 'How do you spell ...?'.
- **3CL.ESLc.13** Show understanding of new simple phrases and sentences that they encounter in their play from other learners.
- **3CL.ESLc.14** Show understanding of some simple words and phrases from the context.

Speaking

- **3CL.ESLc.15** Make themselves understood in everyday situations and routines, through rehearsed phrases and requests for help, for example, 'Good morning', 'Red crayon, please'.
- **3CL.ESLc.16** Ask simple questions about classroom activities and personal information, for example, 'Can you swim?', 'Where is the teacher?'.
- **3CL.ESLc.17** Use some simple grammatical structures for communication, including during play and everyday situations, allowing for frequent, basic mistakes.
- **3CL.ESLc.18** Use *for* to indicate the recipient, for example, 'This card is for my friend'.
- **3CL.ESLc.19** Talk about time, using *at* and *in*, for example, 'At 11 o'clock', 'In the afternoon'.
- **3CL.ESLc.20** Talk about themselves using simple sentences about habits, likes, hobbies and routines, for example, 'I play football'.
- **3CL.ESLc.21** Talk about their abilities, for example, 'I can touch my toes', 'I can't fly'.

- **3CL.ESLc.22** Use *I, you, he, she, it, we, they* and *me, you, him, her, it, us, them*, for example, 'He helps us'.
- **3CL.ESLc.23** Describe people, places, objects, and routine actions and events using simple words, phrases and sentences.
- **3CL.ESLc.24** Begin to express ideas, for example, 'Let's play'.
- **3CL.ESLc.25** Link simple words and phrases using *and*, for example, 'I run and fly my kite'.
- **3CL.ESLc.26** Talk about what is happening or what people are doing at the moment, for example, 'She is kicking a ball', 'He is drawing'.
- **3CL.ESLc.27** Talk about their own and others' possessions using simple sentences, for example, 'This is my book', 'This is her book'.
- **3CL.ESLc.28** Describe the locations of objects and people (e.g. *using near, next to, here/there*), for example, 'It is near the door', 'It is here/there'.
- **3CL.ESLc.29** Use common singular, plural and proper nouns to say what things or people are, for example, 'This is my sister', 'These are my sisters', 'This is John'.
- **3CL.ESLc.30** Use *a, an, the* for familiar objects, for example, 'This is a tree. The tree is tall'.
- **3CL.ESLc.31** Talk about activities they and other people like and dislike, using *like/don't like + verb + ing*, for example, 'He likes walking', 'They don't like running'.
- **3CL.ESLc.32** Use intonation to make their meaning clear, for example, for statements and questions.
- **3CL.ESLc.33** Use real and invented simple phrases in pretend play situations.

Communication and Language: General reading skills

Appreciating text

- **3CL.ESLc.34** Enjoy listening to different types of short, simple texts and respond by using simple words and phrases.

Making sense of text

No learning statements.

Showing understanding of text

- **3CL.ESLc.35** Recognise the relationship between phrases, sentences and images on the page or screen to support meaning, for example, 'The stars are shining'.
- **3CL.ESLc.36** Listen to and join in with short simple stories and poems, showing an understanding by responding to questions using simple words and phrases.
- **3CL.ESLc.37** Retell a short simple familiar story using drawing, simple phrases, and short sentences.

Communication and Language: General writing skills

Composing

- **3CL.ESLc.38** Incorporate writing as part of their role-play (e.g. messages, appointments, shopping lists), in the form of pictures with simple words and phrases.
- **3CL.ESLc.39** Apply some simple grammatical structures in their writing, including during play, allowing for frequent, basic mistakes.
- **3CL.ESLc.40** Write simple words and phrases to give personal and factual information, for example, family, hobbies.

Literacy: Phonics

- **3CL.ESLI.01** Clap and count the syllables in different words.
- **3CL.ESLI.02** Recognise a range of common words on sight, including phonetically irregular words.
- **3CL.ESLI.03** Recognise and pronounce the sounds (phonemes) of all individual letters and some combinations of letters.
- **3CL.ESLI.04** Explore and experiment with segmenting and blending all sounds (phonemes) to read simple familiar words, for example, the names of family members, common phonetically regular words with short vowels.
- **3CL.ESLI.05** Attempt to read unfamiliar simple words with adult support, by attempting to identify, pronounce, segment and blend phonemes in individual words.
- **3CL.ESLI.06** Attempt to read phrases and simple sentences making use of a range of cues, including knowledge of the story or context and simple grammar.

Literacy: Handwriting and spelling

- **3CL.ESLI.07** Use correct letter formation for all lower- and upper-case letters, understanding which letters belong to which handwriting *families* (i.e. letters that are formed in similar ways).
- **3CL.ESLI.08** Begin to use lower- and upper-case letters of regular size and shape and consistency of spacing between words.
- **3CL.ESLI.09** Use phonic knowledge to write simple regular words and make phonetically plausible attempts at irregular words.

Creative Expression

Art and design

Experiencing

- **3CEa.01** Gather, record and respond to experiences and visual information from natural and made sources, for example, make a collection of textures from outside surfaces using plasticine impressions and printing.
- **3CEa.02** Discuss and respond to still and moving images to explore their own and others' imaginations and to stimulate thinking, communicating and making, for example, make a strip of drawings showing sequential events in a story.
- **3CEa.03** Discover and respond to art and design from a range of sources, including those from different times and cultures, for example, make a collage of fabric designs from their own and a different culture based on images from the internet.
- **3CEa.04** Explore how art and design is made through experiencing different media, materials, tools, technologies and processes, for example, look at and talk about how technologies are used to make pop-up mechanisms in books and toys.

Thinking and communicating

- **3CEa.05** Use verbal and visual communication to generate and develop ideas for creating art and design, for example, contribute ideas to a collaborative painting on the theme of flowers.
- **3CEa.06** Begin to comment on their own and others' work, including to inform artistic next steps, for example, after a discussion of the art that everyone has made, decide how they could make improvements to their own work.
- **3CEa.07** Celebrate their experiences by sharing, displaying and arranging their art and design, for example, take part in organising a class exhibition.

Making

- **3CEa.08** Use a range of media, materials, tools, technologies and processes to create art and design with increasing confidence, working individually and collaboratively, for example, learn and practice the skill of using clay coils to make a simple pot.
- **3CEa.09** Begin to make individual and collaborative decisions about which media, materials, tools, technologies and processes to use for a purpose, for example, decide which tools and materials to use to make a piece of art inspired by the undersea world.
- **3CEa.10** Review and refine individual and collaborative work, including refining through experimentation, for example, identify one positive aspect and one aspect for development.

Music

Listening and responding

- **3CEm.01** Listen to and enjoy a wider range of live and recorded music, including from different times and cultures.
- **3CEm.02** Engage in focused listening to music and give feedback, for example, say why they think a piece is good and how it could be improved.
- **3CEm.03** Recognise and respond to repeated sections in music (e.g. fast-slow-fast-slow), including anticipating changes (e.g. when the music is going to get faster or slower).
- **3CEm.04** Recognise sounds made by different instruments (e.g. tambourine, piano).
- **3CEm.05** Describe music, including the dynamics (loudness), tempo (speed), pitch of sounds, and using the terms *rhythm* and *pulse*.

- **3CEm.06** Create and explain their own simple visual representations of sounds and short pieces of music, for example, a drawn line or shape that represents the music.
- **3CEm.07** Begin to explain reasons for changes in pieces of music, for example, sudden strong singing to represent a surprise in the lyrics.
- **3CEm.08** Discuss musical choices and preferences.

Making

- **3CEm.09** Engage with a range of solo and group musical activities, for example, sing different parts in call and response (conversational) songs, use percussion instruments to accompany singing or dancing.
- **3CEm.10** Sing songs with a range of starting notes within their vocal range, mostly maintaining accurate melodic shape, pulse and clear pronunciation, and beginning to match the pitch of others' voices.
- **3CEm.11** Sing songs following a pulse and at different or changing speeds, for example, getting faster or slowing down.
- **3CEm.12** Demonstrate an understanding of pulse and rhythm by tapping their body or clapping to the pulse or rhythm of a song.
- **3CEm.13** Share musical ideas in a group and help to develop them, making changes to ideas based on feedback.
- **3CEm.14** Join in with and initiate sound effects and vocalisation ideas when listening to a familiar story or during play activities.
- **3CEm.15** Create and develop their own musical ideas, rhythms and melodies using various instruments, objects or body percussion.
- **3CEm.16** Improvise independently, focusing on particular musical elements, for example, tempo (speed).
- **3CEm.17** Show consideration, care and safety in music activities, including transporting instruments safely, and using instruments and voice with care, recognising the need for vocal warm ups.

Dance

Awareness of body, space and time

- **3CEda.01** Show balance, control and coordination, and make sensible judgements about how to use available space expressively and safely.
- **3CEda.02** Perform gross and fine motor movements that consider time, space and energy, for example, by thinking about how fast to move to get to a new location in four beats.

Exploring music through movement

- **3CEda.03** Move in increasingly responsive and varied ways to different styles of music.
- **3CEda.04** Create variations and patterns of movements to reflect changes in music.
- **3CEda.05** Work in groups to develop, practise and perform creative dance ideas, for example, represent a story or theme through movement.
- **3CEda.06** Give and receive feedback (verbal and demonstrative), beginning to refine dance ideas and performances based on feedback.

Using props

- **3CEda.07** Engage with a range of props when dancing, using increased control and expression.

Drama

Exploring the real world through different roles

- **3CEdr.01** Explore the work of people in the local community through role-play, for example, after visiting a fire station, work in a group to enact the role of a firefighter and those rescued.
- **3CEdr.02** Represent feelings through facial expressions, body language and utterances, for example, represent 'surprised' in a game of *Guess how I'm feeling*.

Exploring imaginary worlds through different roles

- **3CEdr.03** Plan and create their own imaginary scene or story as part of a group role-play.
- **3CEdr.04** Represent some elements of a character's personality traits when taking on the role of a character to enact a scene or story as part of a group, for example, gestures, sayings.

Using props

- **3CEdr.05** Help to choose, make and use props and costumes for group role-play, activities, e.g. short plays, games.

Mathematics

Developing a sense of number

Counting

- **3Mn.01** Recognise and apply number patterns in whole numbers in the range 0 to at least 20, including:
 - counting on in 1s, 2s and 10s
 - counting back in 1s and 10s
 - recognising even and odd numbers as *every other number* when counting.
- **3Mn.02** Compare and order specified numbers in the range 0 to 20.
- **3Mn.03** Recognise and use ordinal numbers from 1st to 10th, for example, 'What is the tiger's position in the line? ... Which toy is in front of the tiger? ... What is its position in the line?'.
- **3Mn.04** Count up to at least 20 items (e.g. all of the 2D shapes in a collection with fewer than 5 sides); recognise that the number of counted objects remains the same when the objects are rearranged.
- **3Mn.05** Estimate the number of objects or people (up to 20), recognising the purpose of estimating (to get an idea of a number of objects without needing to count, e.g. knowing that there will more than enough apples in the box so that everyone in the room can have one).
- **3Mn.06** Read and write numerals 0 to at least 20.

Regrouping, composing and decomposing

- **3Mn.07** Recognise counting on as an addition strategy and begin to recognise that counting on from the larger number is more efficient.
- **3Mn.08** Recognise counting back from the larger number, and finding the difference, as subtraction strategies.
- **3Mn.09** Add and subtract whole numbers (where the answer is from 0 to 20) and talk about their strategies.
- **3Mn.10** Recognise that estimating answers to additions and subtractions before calculating helps you to know whether your answer is sensible.
- **3Mn.11** Begin to use +, – and = symbols to record additions and subtractions.
- **3Mn.12** Recognise number pairs that total 10: $10 + 0 = 10$, $0 + 10 = 10$; $9 + 1 = 10$, $1 + 9 = 10$
- **3Mn.13** Regroup, compose and decompose numbers from 10 to 20, for example:
 - group 14 as 0 and 14, 1 and 13 ...;
 - recognise 1 ten and 4 ones as 14
 - recognise 14 as 1 ten and 4 ones.
- **3Mn.14** Recall doubles up to double 10.

Sharing

- **3Mn.15** Recognise that a half can be:
 - one of two equal parts of an object or shape
 - one of two equal parts of a collection of objects or quantity.
- **3Mn.16** Find, using practical resources, one half of any even number of objects up to 20.
- **3Mn.17** Visualise and show understanding that two halves can be combined to make one whole.

Money

- **3Mn.18** Recognise money used in local currency.

Handling data

Sorting

- **3Mh.01** Sort items with similar characteristics into two or more groups, including using their own criteria and using Venn and Carroll diagrams; talk about their sorting, including identifying any items that do not fit into any of their groups.
- **3Mh.02** Begin to show awareness of when characteristics are mutually exclusive (e.g. an animal cannot be a cat and a dog) and when they are not (e.g. an object can be both blue and pink).

Using data

- **3Mh.03** Begin to recognise that you need to collect information to answer some questions, for example, 'How do the children in our class travel to school?'.
- **3Mh.04** Record, organise and represent data using:
 - practical resources and drawings
 - lists and tables
 - block graphs and pictograms.
- **3Mh.05** Describe data, using familiar language, including *more*, *less*, *most* or *least*, to answer questions and discuss conclusions, for example, given four possible options, 'Which book should we share today?'.

Shape, space and measure

Shape

- **3Ms.01** Experiment with and talk about rotating shapes, including saying when a shape looks identical or different as it rotates.
- **3Ms.02** Identify, describe and sort 2D shapes by their properties, including number of sides and whether the sides are curved or straight.
- **3Ms.03** Identify, describe and sort 3D shapes by their properties, including number of faces, edges and whether faces are flat or curved.
- **3Ms.04** Say whether a shape is 2D or 3D, and why, for example, 'A cube is 3D because it isn't flat like a square.'

Position, direction and movement

- **3Ms.05** Use language to describe position and direction, for example, *between*, *above*, *below*, *left*, *right*, *around*.
- **3Ms.06** Draw a plan of a simple arrangement of a small collection of objects (using pictures to represent the objects), and talk about how their plan matches their arrangement, for example, 'The doll is between the train and the teddy, so I've drawn my pictures in a line with the train first, then the doll and then the teddy.'
- **3Ms.07** Use language of direction to describe a route through the immediate environment, identifying suitable landmarks to support descriptions, for example, 'To get to the door, first I walk straight on. When I get to the bookcase, I turn right and then walk straight on.'
- **3Ms.08** Record a route through the immediate environment on a simple plan, for example, use a line, arrows or footprint symbols to record the route between two features in your setting.

Pattern

- **3Ms.09** Use familiar language to describe sequences of items, including identifying errors in patterns of colour, shape or size, for example, 'It goes square, circle, triangle, square, circle, circle ... the last one is wrong, it should be a triangle.'

Measure

- **3Ms.10** Compare two or more lengths, masses and capacities using direct comparison and a range of different non-standard units, for example, for length, finger widths, cubes, paper clips, hands, whole rulers (not looking at scale), paces.
- **3Ms.11** Recognise that you need more smaller units than larger ones for the same measuring task, for example, an object might measure 20 fingers, but only 7 paper clips, in length.
- **3Ms.12** Choose appropriate non-standard units to measure, for example, paces for the length of a corridor rather than cups of water (inappropriate for length) or paperclips (too small).
- **3Ms.13** Use familiar language to describe comparisons of two or more lengths, masses or capacities, for example, *longer, longest, heavier, heaviest*.
- **3Ms.14** Begin to show awareness of features of measuring instruments with scales, for example, create a ruler for measuring in finger widths without having to use fingers, and talking about the place of zero and how divisions are numbered rather than the space between them.
- **3Ms.15** Use units of time in everyday contexts, although not necessarily to express time durations, for example, 'My birthday happens once a year', 'I brush my teeth every day.'
- **3Ms.16** Recall the months of the year.
- **3Ms.17** Begin to read time to the hour and half hour from digital and analogue clocks, for example, know that 3:00 is read as 3 o'clock.

Personal, Social and Emotional Development

Developing self-regulation

- **3PS.01** Remember and carry out a sequence of instructions and conditional instructions, for example, 'If your painting is finished, put it in the drying rack, clean your brushes in the sink and put the paint on the shelf. If your painting is not finished, leave it on your table and come and join me on the carpet.'
- **3PS.02** Maintain attention on a task, refocusing their attention when distracted momentarily and switching their attention to a different aspect of a task if required.
- **3PS.03** Control immediate impulses, beginning to think and plan ahead independently.
- **3PS.04** Display a range of problem-solving skills, including trying different strategies to complete a task and overcome errors or mistakes.
- **3PS.05** Apply skills, strategies or ideas they have learned to new tasks or situations independently.
- **3PS.06** Talk about the choices and decisions they make to do an activity.
- **3PS.07** Join in with group discussion and debate about their activities and experiences, contributing relevant ideas and offering some explanation for their thinking.
- **3PS.08** Display optimism when trying something new (including when it seems difficult), and motivation to improve; display resilience when they find things challenging and finish things they would prefer not to do.

Building relationships

- **3PS.09** Build and maintain trusting relationships with a network of peers and adults, both at home and at school, showing appreciation and respect for others.
- **3PS.10** Work effectively as part of small and large groups towards a shared goal, including taking into account others' ideas about how to organise the activity and giving supportive feedback.
- **3PS.11** Be co-operative, showing sensitivity to others' needs and feelings, including by willingly taking turns with others and sharing space.
- **3PS.12** Enjoy spending time with a best friend and/or a preferred group of friends.

Developing self-confidence

- **3PS.13** Show an increasingly independent approach to activities and problem-solving, accessing a range of self-help strategies, including asking their peers for help, before asking an adult.
- **3PS.14** Say what they find easy or more challenging to do, identifying practical strategies for overcoming challenges.
- **3PS.15** Talk confidently to a range of people about themselves, including expressing their personal and cultural activities and interests to peers in a relatable way.
- **3PS.16** Talk confidently to unfamiliar people in familiar social settings, including visitors to school.

Managing feelings and behaviour

- **3PS.17** Discuss the positive and negative impact of behaviour on others, for example, the impact of being respectful or bullying.
- **3PS.18** Think through their response to a given situation before taking action, for example, helping an upset peer rather than laughing at them in their distress.
- **3PS.19** Think beyond themselves, for example, sharing in peers' joy and success, showing an understanding that whilst they are an individual, they are also part of a wider whole, including within the classroom and with the wider community.

- **3PS.20** Follow rules and make responsible decisions, adjusting their behaviour to different situations and take changes of routine in their stride.

Maintaining health and self-care

- **3PS.21** Drink water regularly, understanding the need for hydration.
- **3PS.22** Make personal food choices that include healthier options such as fruit and vegetables.
- **3PS.23** Show an understanding of the importance of daily physical activity and a balanced diet, and talk about ways that they keep healthy.
- **3PS.24** Offer some help and advice to others on how to manage their health and self-care, for example, getting water for a thirsty peer, helping a friend to put their coat on.
- **3PS.25** Show an understanding of the need for safety in new situations, and begin to manage risks to themselves and others, for example, when using new equipment or tools.

Developing responsibility and identity

- **3PS.26** Use past experiences to inform self-regulation of feelings and behaviours.
- **3PS.27** Concentrate on a suitable activity for a relatively long period of time, working independently towards achievement of agreed goals.
- **3PS.28** Show an understanding of spiritual and social traditions of their community, but also begin to develop a sense of global identity by showing respect for the similarities and differences between individuals within and beyond their community.

Physical Development

Moving well

- **3PD.01** Practise and become increasingly proficient at large and small movements, for example, skip, slide safely.
- **3PD.02** Negotiate space effectively and in different ways, showing spatial awareness, control and coordination even when moving at different speeds and in different directions.
- **3PD.03** Show secure balance skills, for example, stand on one foot with closed eyes and arms out or down.
- **3PD.04** Show increased control, coordination and confidence in using a range of apparatus and equipment, for example, when playing simple bat and ball games.
- **3PD.05** Show competence and confidence in activities that involve climbing, for example, climb trees safely.
- **3PD.06** Negotiate steps and stairs independently and confidently.
- **3PD.07** Manipulate tools and small objects with increased control and good hand–eye coordination, for example, sewing a felt animal together.

Understanding movement

- **3PD.08** Explore a variety of movements and sequences of movements that demonstrate creativity and different levels of intensity.
- **3PD.09** Explore and discover ways of interacting with different situations and contexts through movement, including a range of apparatus and equipment, for example. obstacle courses using tunnels, benches and mats.
- **3PD.10** Follow movement instructions and basic rules, including instructions that include *left* and *right*, for example ‘Jump left.’, ‘Side-step right.’.
- **3PD.11** Begin to use basic tactics, for example, in a team relay race being alert and ready to take their turn.
- **3PD.12** Describe their own and others’ movements using simple vocabulary related to actions, dynamics, space and relationships.
- **3PD.13** Use simple success criteria to evaluate their own and others’ movement activities in terms of successes and areas for improvement.

Taking part in movement activities

- **3PD.14** Take part willingly in individual, cooperative and competitive activities, including self-organised activities.
- **3PD.15** Begin to recognise what ‘fair play’ is in team or group movement activities, including by showing an understanding of players’ roles in a range of small team activities.
- **3PD.16** Begin to share ideas with peers for continuing physical activities at home.
- **3PD.17** Show an understanding of how to keep themselves and others safe from harm before, during and after physical activities, including warming up and cooling down the body.
- **3PD.18** Recognise some limits of their own capacity, for example, identify when to stop ascending climbing equipment in order to descend independently and safely.

Understanding the World

Scientific thinking

Living things

- **3UWs.01** Explore and describe similarities and differences in different types of plants, and edible parts of them, for example, comparing different types of beans.
- **3UWs.02** Recognise the roots, leaves, stems and flowers of familiar flowering plants.
- **3UWs.03** Grow and care for different plants, exploring what makes a difference to how well a plant grows (e.g. not giving too much water, some plants only grow well in the sunniest spots in the garden).
- **3UWs.04** Describe how humans are similar to and different from each other, for example, colour of eyes/hair/skin, size of arms/legs/feet/hands, hearing/visual/physical impairments.
- **3UWs.05** Recognise that animals need air, water and suitable food to survive and grow.
- **3UWs.06** Identify living things and things that have never been alive, for example, sort a collection of images including animals, plants and a range of things that have never been alive (e.g. vehicles, computers, fire, toys).

What things are made of

- **3UWs.07** Sort common materials, including wood, plastic, metal, glass, rock, paper and fabric.
- **3UWs.08** Recognise that all materials have a variety of properties, using appropriate language to describe a range of properties of common materials.
- **3UWs.09** Describe how materials can be changed by physical action, for example, stretching, compressing, bending, twisting.
- **3UWs.10** Recognise the difference between an object and a material.

How things work

- **3UWs.11** Explore and talk about how to make familiar objects move, including using the vocabulary *push* and *pull*.
- **3UWs.12** Describe pushes and pulls as *forces*.
- **3UWs.13** Explore and describe what happens when magnets approach and touch different materials.

Sound

- **3UWs.14** Identify different sources of sound.
- **3UWs.15** Discuss sound, recognising that as sound travels from a source it becomes quieter.

Earth and space

- **3UWs.16** Recognise that Earth is the planet on which we live.
- **3UWs.17** Recognise that Earth is mostly covered in water.
- **3UWs.18** Describe land as being made of rock and soil.
- **3UWs.19** Recognise the Sun as a source of heat and light.
- **3UWs.20** Recognise the Sun as one of many stars.

Digital technology

Using digital tools

- **3UWd.01** Switch on a digital device and log on using a personal password, and say why passwords are useful.
- **3UWd.02** Open and save documents.
- **3UWd.03** Enter familiar words using a physical or digital keyboard, including using *Shift* and *Caps Lock* for capital letters.
- **3UWd.04** Use simple data-handling software to record, organise and represent data, for example, to create a block graph from a table of class data.

eSafety and wellbeing

- **3UWd.05** Recognise that online content may be available to everyone connected to the internet, so they should tell an adult if any online content makes them feel unsafe or uncomfortable.

The digital world

- **3UWd.06** Identify and talk about different computing devices at home, school and in the community, including how they work and what they are used for, for example, saying, 'I tap to start recording and tap again to stop recording' or 'The shop doors open when I go near, so I don't have to push'.
- **3UWd.07** Identify content that cannot be accessed when the internet is not available.
- **3UWd.08** Recognise that online content is presented on interconnected websites and pages.

Computational thinking

- **3UWd.09** Suggest ways that instructions can be changed or corrected to affect the outcome.
- **3UWd.10** Explore creating simple ordered instructions as simple code for programmable toys and on-screen characters, including using directions (forwards, backwards, left, right) to navigate a path, and talking about predictions and results.

People, time and place

People

- **3UWp.01** Recognise similarities and differences in people's family members, experiences and beliefs.
- **3UWp.02** Talk positively about people's family members, experiences and beliefs, even when they are different from their own.
- **3UWp.03** Show a sense of belonging to more than one community, for example, school, local community, religious community.

Time

- **3UWp.04** Show an understanding of the past, the present and the future across their lives, for example, talking about things they did when they were younger and what they would like to be when they grow up.
- **3UWp.05** Sequence key events across the year or across their life, for example, personal events, family events, local historical events.
- **3UWp.06** Begin to show an understanding of how childhood was the same or different for older members of their family, for example, parents, grandparents.
- **3UWp.07** Recognise that actions or events can cause change, for example, a change in weather might affect outdoor plans.

Place

- **3UWp.08** Begin to use common geographical terms to describe immediate or familiar outdoor environments, for example, *road, river, forest, sea, field*.
- **3UWp.09** Recognise that symbols on plans can be used to represent landmarks in outdoor environments.
- **3UWp.10** Draw simple plans (with symbols), for example, to represent immediate indoor or outdoor environments, or a class model of a village.
- **3UWp.11** Begin to describe some ways to look after the environment, including showing some awareness of other parts of the country and of the world.

7. Glossary

The definitions below clarify the meaning of the terms as they are used in this curriculum document.

General

active learning	putting the child at the centre of their learning, so they are engaged in their learning rather than passively listening and receiving information
adult-led activity	when an adult directs children in an activity to develop a specific element of learning, for example, by asking children to do a specific activity which develops a fundamental mathematics or phonics concept
child-initiated play	when children begin and control their activities, making choices about where and how to play and what to play with
curriculum area	one of the six content sections in the Cambridge Early Years Curriculum designed to be used holistically: • Communication, Language and Literacy • Creative Expression • Mathematics • Personal, Social and Emotional Development • Physical Development • Understanding the World
explore	includes observing, experiencing, searching, trying things out, discovering and talking about Note: Scientific thinking in the Understanding the World curriculum area is based primarily on exploring rather than the formal experiments or investigations that become an integral part of science at primary school.
guided play	when an adult has an active supporting role in children's play, for example, by asking questions to help children to think about what they are doing, or by providing resources which shape children's choices
holistic approach	planning teaching and learning that develops the whole child; planning activities that bring together learning statements from different curriculum areas
home language	the language which a child uses most commonly to communicate at home, and which is different from the language used for teaching and learning at school (the school language)
learning statements	expressions of the knowledge, understanding and skills that most children will develop during the different stages of the Cambridge Early Years Curriculum; they provide a structure for teaching and learning, and a reference against which to monitor children's development
model	use good practice yourself as an example for children, for example, modelling accurate use of a word or phrase or modelling positive social interactions

play	engaging child-initiated or adult-guided experiences which involve children actively (For more information see 'Teaching and learning approaches' in the Teaching Support section of the School Support Hub).
stage	one of the age-related divisions of the Cambridge Early Years Curriculum: EY1 relates to ages 3 to 4, EY2 relates to ages 4 to 5 and EY3 relates to ages 5 to 6

Communication, Language and Literacy

blend	to combine sounds (phonemes) to form words in phonics
intonation	the way that the voice rises and falls in speech
language	the way that words and phrases are used and combined to communicate ideas
literacy	the ability to read and write
mark	a dot, line, pattern or shape; mark-making, where children record their ideas using their own marks is an important stage towards conventional writing
non-verbal communication	facial expressions, gestures and postures that express our thoughts and feelings, and enhance our verbal communication, for example, to show we are listening to a speaker or to show we agree
phonics	a way of teaching reading based on relating sounds (phonemes) to written letters and groups of letters (graphemes)
pre-literacy	preparation for reading and writing conventionally, for example, listening to texts being read aloud, becoming aware that text is a tool for sharing information and ideas
pronunciation	the way that words and sounds are said
segment	to break a word into its individual sounds (phonemes) in phonics
vocabulary	words and phrases

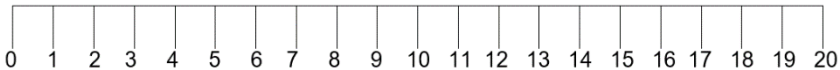
Creative Expression

call and response (conversational) songs	songs that require you to listen to and echo short phrases sung by a leader (e.g. <i>Clap, clap, clap your hands</i>)
dynamics	loudness of music Notes: 'strong' and 'soft' are used to describe the dynamics of singing – rather than 'loud' and 'quiet' – to differentiate from less musical shouting and whispering - the term <i>dynamics</i> has a more general meaning when applied to movement, including dance – see the Physical Development section below
improvise	create music in the moment, according to loose 'rules' provided but without refinements

materials	specific items that are used to make art and design, for example, the glue and scraps of paper, fabric and other items used when working in the medium of collage Note: The term <i>material</i> has a specific scientific meaning in the Understanding the World curriculum area – see below.
medium (plural: media)	the main material(s) used to create art and design (e.g. paint, collage or clay)
melodic shape	visualisation of the notes in a melody as lines, for example, as the pitch rises, it can be visualised as an ascending line
melody	a combination of pitch and rhythm in a single line to create a ‘tune’ or song
musicality	use of musical skills and expression to produce music that links the emotion of the performer to the music’s mood
part singing	singing that is made up of multiple voice parts to be performed by a group of singers
percussion	a musical instrument or use of body parts that produces sounds by striking, shaking, or scraping, for example, a drum, a tambourine, clapping hands, rubbing hands together
pitch	how high or low a note is
prop	object used to add interest to, for example, play, dance or role-play activities; it can be real, made or something used to represent something else (e.g. a hairbrush used to represent a microphone)
pulse	the regular beat of the music, to which you are likely to tap your foot
role-play	activity in which you pretend to be someone else
rhythm	the division of individual notes over a pulse; it is possible to tap a rhythm with fingers, while keeping the pulse by tapping a foot
sound effect	sound (other than speech or music) that is made to add interest to, for example, a story, song or drama piece
tempo	speed of music
tools	items used by an artist or designer that are not consumed in the art-making process, for example, a paintbrush which can be washed and used again (whereas paint is consumed)
vocalisation idea	creative spoken sound, for example, made to add interest to a story

Mathematics

capacity	the amount a container holds when full (although this will vary according to what is used to fill it, e.g. grains of rice, dried beans, cubes) Note: The terms <i>capacity</i> and <i>volume</i> are often confused in everyday language – <i>volume</i> is actually the amount of space taken up, for example, by water in a half-filled glass.
compose (a number)	use knowledge of the place value position of numbers to create a number (e.g. $10 + 2 = 12$)

decompose (a number)	use knowledge of the place value position of numbers to break a number into sub-parts (e.g. $12 = 10 + 2$)
edge	one of the lines that defines the outline of a shape; the edges of 2D shapes are often referred to as <i>sides</i>
items	includes objects (which children can see, touch and move) and pictures on a page (which children can just see and point to)
mass	the amount of material contained in an object (measured using balances and in grams, etc.) Note: The terms <i>mass</i> and <i>weight</i> are often confused in everyday language – <i>weight</i> is actually the force exerted by gravity on an object (measured in newtons).
number line	a visual representation where numbers are represented using equally spaced divisions on a line: 
number name	zero, one, two, three, four, five, etc.
number track	a visual representation of the number sequence with numbers inside squares, for example: 
numeral	a symbol that represents a number: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, etc.
object	something that children can see, touch and move, in contrast to pictures on a page which children can just see and point to Note: The term <i>object</i> has a specific scientific meaning in the Understanding the World curriculum area – see below.
one-to-one correspondence	a situation in which an item in one set is matched with just one item in another set, for example, when counting, saying just one number in the number sequence for each object
plan	a representation of an object, group of objects or environment when viewed from above
regroup (a number)	express a number in different ways (e.g. 10 can be expressed as $0 + 10$, $1 + 9$, $2 + 8$, etc.)
side	one of the lines that defines the outline of a 2D shape; sides can also be referred to as <i>edges</i> .
whole number	number with no fractional part: 0, 1, 2, 3, etc.

Personal, Social and Emotional Development

identity	who a person is, including what makes them the same as and different from others
self-regulation	awareness and control of own thinking, learning and emotions

Physical Development

cool-down activities	pulse-lowering activities and static stretches that help the body to recover from physical activity safely and comfortably
gross motor movement	large movement which involves larger muscles of the body (e.g. walking, jumping, kicking)
dynamics	the quality or energy with which a movement is performed; how the movement is performed, rather than what is performed Note: The term <i>dynamics</i> has a specific musical meaning in the Creative Expression curriculum area – see above.
fine motor movement	precise small movement which involves smaller muscles in the body (e.g. threading beads, using scissors)
tactic	a planned action intended to achieve a particular result, often used in the context of a game or challenging physical activity
warm-up activities	gentle pulse-raising activities and dynamic stretches that prepare the body for safe physical activity

Understanding the World

code	the instructions a computer uses to produce an output
computing device	a device which responds to an input to control another device or action; it includes digital devices, but also other devices (e.g. devices that open doors automatically, devices that control robots in factories)
digital device	a personal computing device, e.g. laptop, tablet, mobile phone
edible parts of plants	what we might call ‘fruits’ and ‘vegetables’ in everyday language Note: The everyday terms ‘fruit’ and ‘vegetable’ are avoided in the curriculum, because: - there is no specific scientific meaning for ‘vegetable’ which actually covers multiple different plant parts, such as leaves (e.g. cabbage), stems (e.g. celery) and roots (e.g. carrots) - some plant parts that are classified as fruits in science are often referred to as vegetables in everyday life, e.g. tomatoes, peppers.
environment	used in two different contexts in the curriculum: - environment – a specific indoor or outdoor setting the environment – land, sea and air as a whole, as affected by human activity
immediate environment	the indoor or outdoor surroundings that children can actually see at the time (rather than remember)
input	data or information that enters a digital device
internet	the global system of connected computers that enables people and devices to share information
material	a type of substance or mixture of substances, for example, wood and metal are materials Note: The term <i>materials</i> has a more general meaning in the Creative Expression curriculum area – see above.

object	a thing that can be seen and touched, composed of one or more materials and/or substances Note: The term <i>object</i> is used in a different way in the Mathematics curriculum area – see above.
output	data or information that leaves a digital device
plan	a representation of an object, group of objects or environment when viewed from above
programmable toy	a toy that children can interact with, for example, by pressing buttons to input instructions that produce outputs such as movement, sounds and flashing lights
software	a program that instructs a computer to do specific tasks
website	pages of information that are accessed through the internet

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Changes to this curriculum document

This curriculum document has been amended. The latest curriculum document is version 2, published June 2023.

In this version 2, some of the scientific thinking content in the Understanding the World curriculum area has been reworded and reorganised to better reflect all international contexts.

There may be other minor changes that do not affect teaching and learning.

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